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ABSTRACT

The educational operations for children in the Northwest Territories and for Eskimos in Arctic Quebec are presented in this review of the 1964-65 school year. This publication, the second annual report of the Education Services Division of the Department of Northern Affairs and National Resources, lists as one of its goals the preparation of young people to live and work with others and to earn a livelihood either in the north or in the provinces. In keeping with this goal, it is reported that vocational education programs and special projects pertaining to financial aid and scholarships have been instituted. The administrative organization of the Education Services Division is presented, along with information on school administration, curriculum planning, school services, finances, enrollment, teacher training and qualifications, and construction programs. Charts and tables provide statistical data. (BD/GC)

ED038237

ANNUAL REVIEW OF EDUCATION IN THE NORTHWEST TERRITORIES AND ARCTIC QUEBEC

1964 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Issued under the authority of
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Minister of Northern Affairs and National Resources

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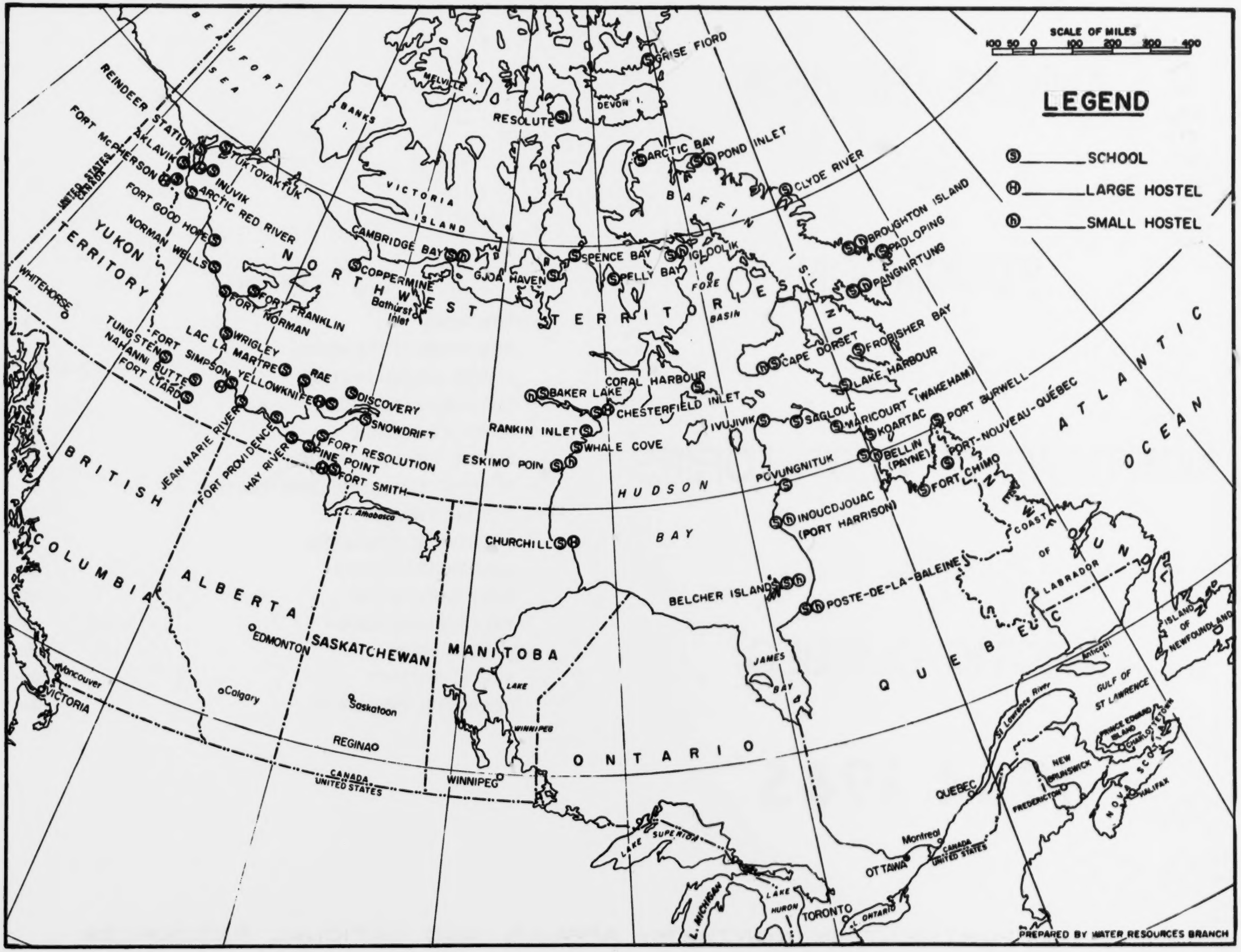
DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES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WHITEHORSE
YUKON TERRITORY
FORT FRANKLIN
Bathurst Inlet
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FORT SIMPSON
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BROUGHTON ISLAND
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PANGNIRTUNG
FROBISHER BAY
CAPE DORSET
LAKE HARBOUR
NORTHWEST TERRITORIES
BAKER LAKE
CORAL HARBOUR
CHESTERFIELD INLET
RANKIN INLET
WHALE COVE
ESKIMO POIN
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ISLAND OF NEWFOUNDLAND
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GULF OF ST LAWRENCE
PRINCE EDWARD ISLAND
CHARLOTTETOWN
NEW BRUNSWICK
FREDERICTON
NOVA SCOTIA
HALIFAX
Montreal
OTTAWA
LAKE SUPERIOR
L. MICHIGAN
LAKE HURON
TORONTO
ONTARIO
ATLANTIC OCEAN
PREPARED BY WATER RESOURCES BRANCH

FOREWORD

This Annual Review is produced to give an informative and concise description of the progress in education in the Northwest Territories and Eskimo settlements in Arctic Quebec during the school year 1964-65. It is not intended as a complete statistical statement of the educational operation. Rather it is an informal presentation of how far northern education has developed in the past year.

We hope that the Review will prove interesting and informative and help to foster a better understanding of the north and its people.

B. Thorsteinsson,
Chief Education Division, and
Superintendent of Education.

EDUCATION IN THE NORTH

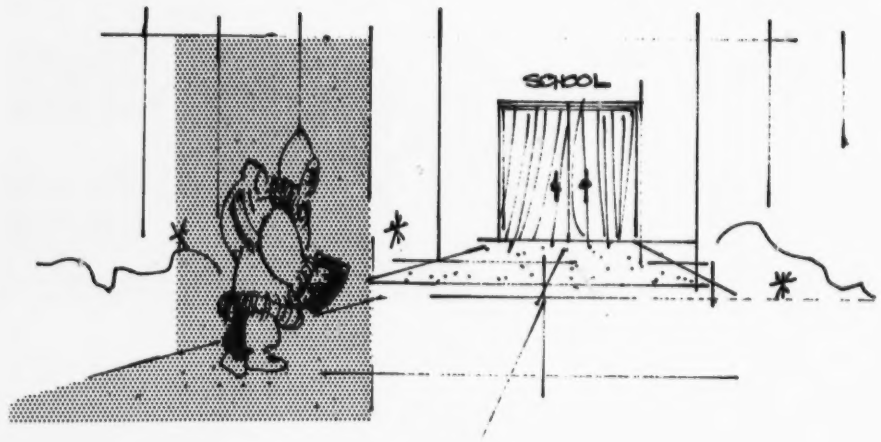
Education in the Northwest Territories operates under the joint responsibility of the Federal Government and the Government of the Northwest Territories. The Federal Government accepts a basic responsibility for the education of Indians and Eskimos and the Government of the Northwest Territories for the education of all others. By agreement between the Territorial Government and the Department of Northern Affairs and National Resources the administration of the whole educational system is carried on by the Federal Government. The Territorial Government in turn pays a per pupil fee to the Federal Government on behalf of each pupil for whom it accepts financial responsibility. The local day to day administration of schools within school districts has been decentralized to the local boards of school trustees as is the custom in the provinces to the south. All schools operate on an ethnically-integrated basis. The Department also constructs and operates schools for Eskimos in Arctic Quebec where there are Eskimo settlements.

School Districts and Company Schools

Three school districts; Yellowknife Public School District No. 1 Yellowknife Separate School District No. 2 and the Hay River Separate School District No. 3 have been established in the Northwest Territories.

The school districts are financed partly by local taxation and partly by grants in aid from the Federal and Territorial governments. Advisory, supervisory and inspectional service for school districts is provided by the Education Division of the Northern Administration Branch of the Department.

At present there are two company schools in operation in the Northwest Territories at Discovery near Yellowknife, and at Tungsten near the Yukon border. The companies provide the school facilities and utilities as well as living quarters for the teachers. In all other respects the schools are operated in the same manner as federal schools.



Educational Administration

Schools in the north are administered within the framework of a decentralized program. As in a province, those administrative functions that are carried on by local school districts are carried on by the Mackenzie and Arctic District offices. In addition, general supervision and school inspection is carried on through the District offices under the general supervision of the Education Division. The Northwest Territories, and Arctic coastal regions of Quebec are divided into two districts – the Mackenzie District to the west and the Arctic District to the east. The line of demarcation follows roughly the 105° meridian.

The District Superintendent of Schools for the Mackenzie District is located at Fort Smith with Regional Superintendents at Inuvik, Yellowknife and Fort Smith. The District Superintendent of Schools for the Arctic District is in Ottawa with a Regional Superintendent at Churchill, Manitoba, to serve the Keewatin Region and another in Ottawa responsible for the Frobisher-Arctic Quebec Region. Commencing in September 1965 classes for first grade pupils have been opened at Wakenham Bay and Chimo by the province of Quebec. These classes are being operated in the form of an experiment with the expectation that the Quebec authorities may take over Grade II next year and Grade III the following year.

Aims of Northern Education

A major goal of northern education is the continuous improvement of educational opportunity for all – children, young people, adults. Every effort is made to ensure that all children have the same quality of schooling and equal access to programs fitting individual needs; to provide vocational training and further education for young people and adults appropriate to their wishes and aptitudes. The program of education is viewed in the sense of a continuance from the first grade right through to employment. And this kind of service is open to all interested persons. The broad literary background of homes and communities found in southern Canada is lacking in many northern settlements. To compensate for this lack special curricula, up-grading programs, and special adult education programs geared to northern living are developed.

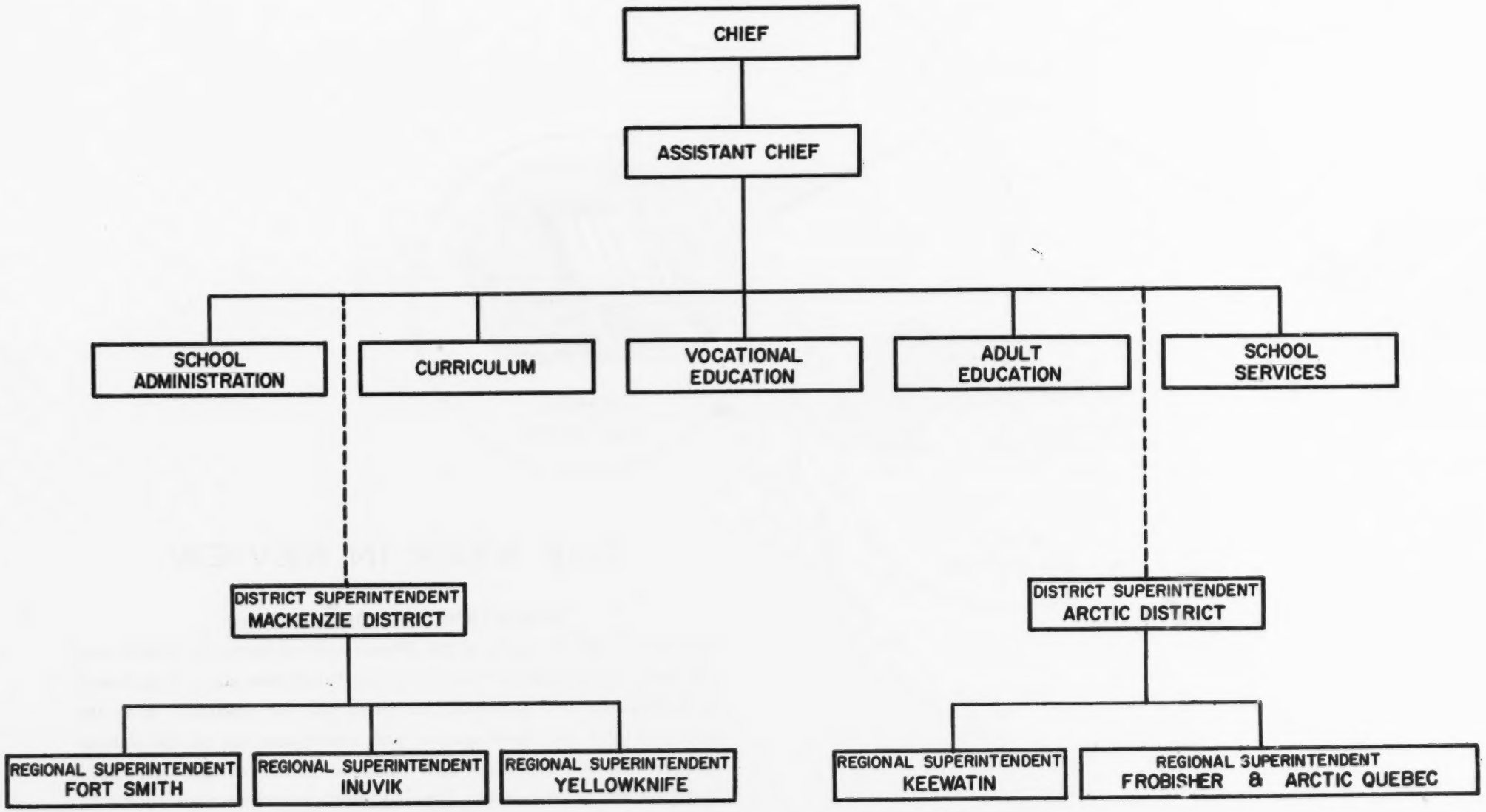
The policy of ethnic integration is intended to foster a pride of race alongside an awareness of the interdependence of peoples, and an appreciation of the rich contribution northern peoples may make to the Canadian family. In the education program effort is made to reap the advantages of modern technology, but at the same time to engender pride in perfecting what is good in the old ways – in crafts, in music, in dancing, in hunting and trapping, and in family and community feelings.

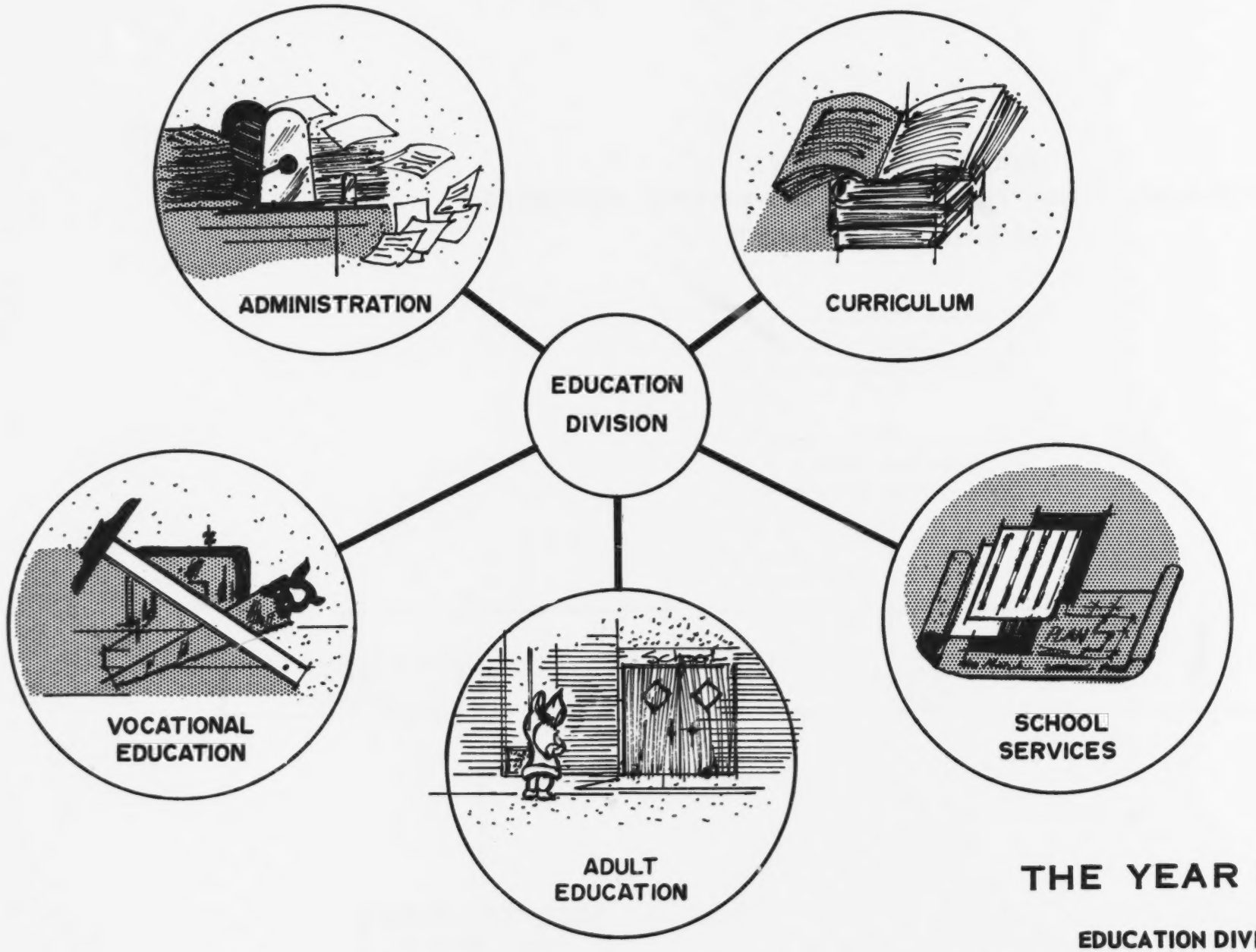
Another important item of policy is to prepare young people to live and work with others and to earn a livelihood either in the north or in the provinces. In particular, emphasis is placed on the need to train and educate northern citizens so that they suffer as little handicap as possible when competing for jobs in southern Canada. At the same time emphasis is placed upon developing an understanding of modern technology in the local area, especially as it helps to overcome some of the limitations which the natural environment imposes on the social and economic life of the north. A further aim involves an understanding of the wise use of renewable and non-renewable resources in the north, of the technology of discovery, production and distribution of these resources, and the awareness of the important economic contribution of such resources to the northern and southern economies of Canada. Above all in the process of education for livelihood, emphasis is placed upon the dignity and worth of human labour and the satisfactions to be derived from good workmanship. It is believed that people in the north should be encouraged to take a pride in the northland, its heritage, traditions, and ambitions for the future. Finally attention is drawn to the place of northern people in the broader mosaic so that there may be engendered within them a spirit of service, as free, responsible and effective citizens of Canada.

The schools must have standards of quality and parity of esteem with provincial systems of education. This objective with the social and economic complexities of northern living and the physical harshness of the land are what gives direction and emphasis to the policy for northern education.

Povungnituk girls serve coffee, Sir John Franklin School Yellowknife, N.W.T.

EDUCATION SERVICES
DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES
ORGANIZATION CHART





THE YEAR IN REVIEW

EDUCATION DIVISION – OTTAWA

The Education Division of the Department of Northern Affairs and National Resources functions for the Territories as a Department of Education in a province functions for the province. It is responsible for the development and administration of the school system and for education generally on behalf of the Territorial and Federal governments. The Division comprises five sections: School Administration, Curriculum, Adult Education, School Services and Vocational Education.

Pets, Fort Smith Residence

SCHOOL ADMINISTRATION SECTION

The responsibilities, functions and operations of the School Administration Section for the year under review are portrayed statistically by a series of graphs. (see Appendices)

Financial

The graphs show the expenditures on education in the Northwest Territories and Arctic Quebec by the Government of the Northwest Territories and the Department of Northern Affairs and National Resources. (Appendix)

The costs and expenditures for the fiscal year 1964-65 are somewhat higher than in other Canadian school systems. However, it must be recognized that these expenditures were made in an area where costs far exceed the norms prevalent in southern Canada.

The School Administration Section is responsible for the development of budgetary controls which are based on an analysis of the operating and capital costs of the northern Education Program. These controls are exercised in the operation of schools and Government and contract pupil residences.

In accordance with the Federal-Territorial Financial Agreement of 1962, the School Administration Section recommends and arranges capital contributions from other federal government departments for financing the construction and operation of schools in the Yukon Territory.

Fort Smith Boys

Dreamland – Fort Smith Residence

Picnic "Canoes" – Fort Smith

Personnel

The School Administration Section co-ordinates the recruitment, selection and appointment of teaching staff for the Mackenzie and Arctic Districts. The Section also maintains complete related personnel files. In the recruiting program for the year 1964-65 there were 1,843 teaching position inquiries with 415 formal applications processed to fill 80 vacant teaching positions. Interviews were held by the District Superintendents of Schools in 12 centres across Canada from St. John's, Newfoundland, to Victoria, B.C.

Operating Procedures

The Section establishes and maintains standards for the requisitioning of supplies and materials for schools and pupil residences and develops associated basic controls and inventory systems. The Section also prepares procedure and policy manuals, memoranda, reports and submissions to the Treasury Board, the Governor General-in-Council, the Commissioner of the Northwest Territories and other federal departments on a wide variety of subjects.

CURRICULUM SECTION

It is the responsibility of the Curriculum Section to provide leadership in developing curricula for northern schools in co-operation with superintendents, principals, teachers and administrators and others interested in education. The Section prepares, selects and adapts for northern use a wide variety of resource materials.

School programs and instructional materials are constantly under review, evaluation and revision.

The Curriculum Section also has an important responsibility in providing consultative services to officers of the Division, superintendents of schools, principals and teachers. One of the most significant features of the work of the Section is its role in co-ordinating the activities of local curriculum committees of teachers in the field.

Curricular Programs and Services

Although the approach to curriculum development in the northern school system is a centrally co-ordinated one, yet the work of school program development for northern schools is one of the most decentralized and widespread services offered to the teachers and to the schools. Curriculum specialists assume a role of co-operative educational leadership and at the same time provide for a maximum involvement of teachers in the work of school program construction. In so doing, intensive in-service training programs are provided for teachers (northern education is steadily growing its own experts). In this way it is ensured that school programs are developed by competent persons having first-hand knowledge of and experience in the northern education setting.

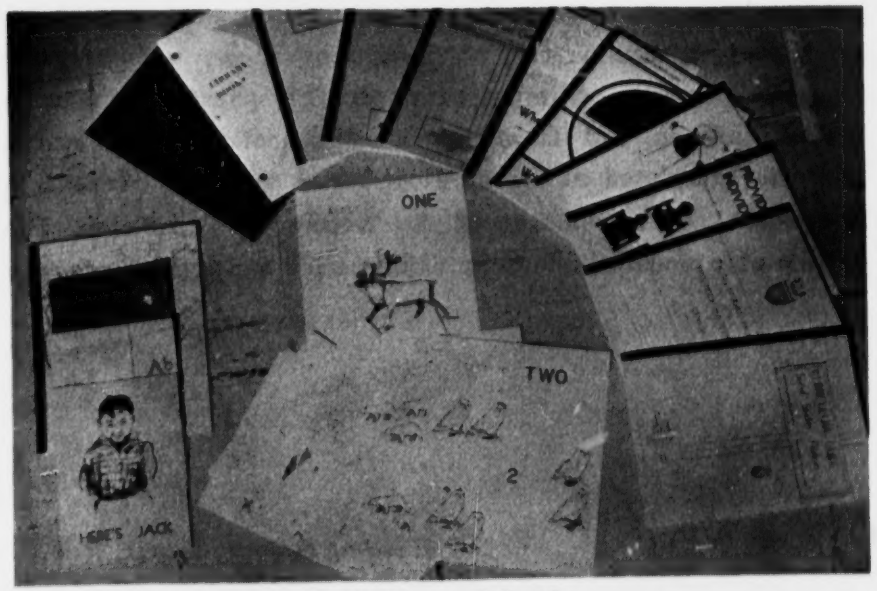
In 1964-65, curriculum workers in the Section working with curriculum committees in northern settlements produced new programs in Language Arts and Mathematics for the elementary schools. Special programs in Language, Mathematics, Social Studies and Science were developed for the new vocational centre at Churchill.

"New" Mathematics at Aklavik School

In addition to co-ordinating the work of local committees engaged in school program development the section is responsible for providing teacher education services, school library services, special education and research services, testing and evaluation services and audio-visual instructional materials services. During 1964-65 pre-service and in-service training programs for teachers emphasized the new approach to the teaching of mathematics and the teaching of English as a Second Language.

The Section prepares or selects resource materials for use in northern schools. During the year the Section published a new edition of the Authorized Text Book list and a list of library books recommended for school libraries in the Northwest Territories. The work of selecting appropriate audio-visual instructional materials and of co-relating these with northern education programs continued with special emphasis this year on motion pictures and filmstrips in Mathematics and Science. Work was completed on the development of one more filmstrip in the series on Government of the Northwest Territories. The section also produced charts for mathematics and science classes

Reading Groups, Inuvik, N.W.T.



Curriculum Materials Available to Schools

and a curriculum worker spent two months in the Anderson River region of the Mackenzie District studying the flora and fauna of the area and preparing material for use in the development of science programs geared to northern conditions.

The Section examined different kinds of language laboratories and specialists continued to keep abreast of developments in other areas of technology.

ADULT EDUCATION SECTION

An increasing awareness of Adult Education needs in the N.W.T. has developed in recent years. During the year under review considerable time was spent projecting programs, estimating costs, and developing papers in support of plans for Adult Education. Areas given special consideration were literacy, social progress as a parallel to economic progress, development of adult leadership, leadership training, cutural orientation programs, community adult education centres and Eskimo language programs.

Adult Education as a Support to Branch and Division Programs

Adult Education is being recognized as a support service for many Branch and Division programs. As an example, this year the Specialty Food Officer, Industrial Division, provided the Adult Education Section with the rules on personal hygiene and sanitation to be used in the Sea Harvesting Program at Whale Cove. A manual was prepared in basic English to help the people understand their responsibilities. Another example is the proposed plans for Eskimo housing. An educational program will be required at various stages in the implementation of the overall plan.

Eskimo Language Program

Preliminary work was done on the preparation of materials for an Eskimo Language Program based on the research which has been completed on the new orthography. This included the translation of suitable primers into the orthography and the preparation of flashcards to be used by instructors.

Functional Literacy

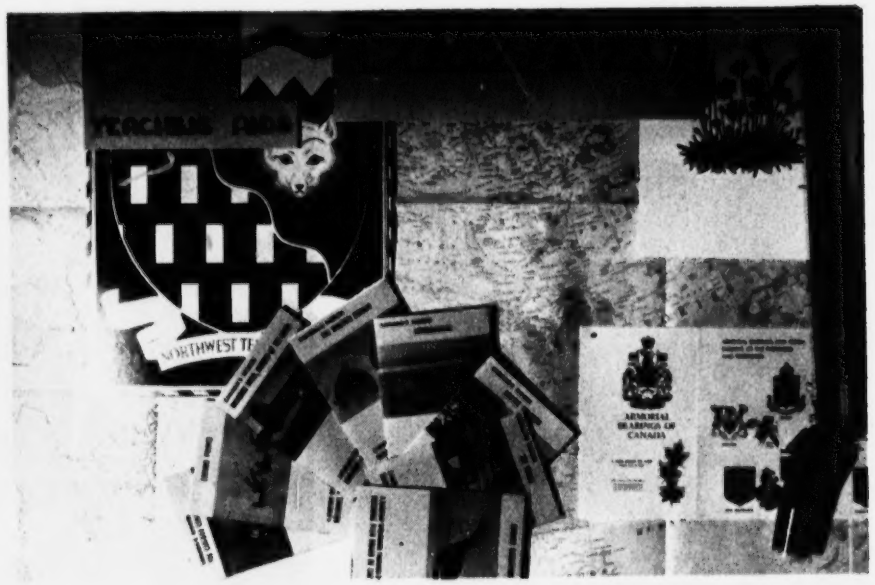
The preparation and testing of materials for use with adults who have had little or no schooling was a major part of the work in the Adult Education Section. Kits of materials were prepared on four topics for testing before being put into general use. Three of the courses were tested in the Arctic District and one in the Mackenzie; the initial testing being done by the staff members

preparing the materials. Further testing of the first course "The Northwest Territories of Canada" was done in the Arctic District. Kits were sent to 10 communities where teachers had expressed a willingness to test the material. The response was good and teachers requested more material for use with adults. A kit on "The Northwest Territories of Canada" and another on "The Family and Money" was placed in each school in the Arctic District.

Kits

The purpose of the kit is to provide instructional materials for teachers who are conducting adult classes. The kits contain maps, pictures, filmstrips, workbooks, manuals and guides for the instructors. The workbooks are simple summary statements written in basic English using 70 to 100 words from a 400 word list. Space is allowed for writing the vernacular translation. The words used in the course are listed at the back of the book. Each lesson is illustrated and the illustration is used as a basis for discussion.

Adult Education Teaching Kit



Workbooks for Adult Classes

Procedures

An interpreter is needed to work with the instructor. Before each lesson the materials are reviewed and the interpretation made. The group members are encouraged to participate in the discussions which are in the vernacular. English is introduced as a second language. Each lesson provides for oral, aural, visual and manual activities. The illustrations are mainly related to the Northwest Territories.

Second Language Level

A workbook at a higher language level was prepared for the course "The Northwest Territories of Canada". The summary statements were written in paragraph form using (in the 10-lesson course) 270 words for the basic 400-word list. This was in anticipation of there being greater use of English in the Mackenzie District.

"Making Change"

Testing

The Arithmetic introduced in the course ''The Family and Money'' was popular. Six workbooks on ''Making Change'' allowed each person to proceed at his own speed. The procedure was a simple form of programmed learning the answers being on the reverse side of the card. Each workbook was printed in a different colour which was an added incentive.

The course on ''The Northwest Territories of Canada'' was tested with a group of adult Indians and Metis at Fort Simpson in the Mackenzie District. It was found that the Indians had a larger spoken vocabulary in English than the Eskimos where the course had been tested in the Arctic District but that the Indians neither read nor write English. Further testing will be done with other Indian groups speaking different languages or dialects. There was considerable interest in the course ''Co-operatives in the North'' prepared for members of co-operatives. More detail is necessary for the instructors manual; this will be revised before the course is circulated to the communities with co-operatives. A fourth course on ''The Child at Home and at School'' is designed to help parents understand the normal development of the child and how the school becomes a part of his life at six years of age. For parents whose children must attend school in another community a second part to the course is planned around a community where there is a school and where there there are pupil residences. This course will be tested in 1966-67.

SCHOOL SERVICES SECTION

The School Services Section is responsible for: (1) the planning of new schools, classroom additions and pupil residences, (2) the administration of special projects which are the responsibility of the Education Division, (3) the collection, compilation and analysis of related statistics.

PLANNING

A long range construction program designed to provide needed classroom and pupil residence facilities was formulated in 1964-65. This plan is based on the objective of ensuring the provision of sufficient accommodation for all children in the north by the end of the present decade.

Basic work on this plan was started in January 1963 and since that time data have been collected, analysed and organized into an integrated construction plan phased according to population growth and educational development.

With respect to individual construction projects, the School Services Section advises on the design to meet the functional requirements and prepares submissions to the Treasury Board for approval to plan each of the construction projects. The section co-ordinates the efforts of the Engineering Division and the Territorial Division of the Department, the Department of Public Works, Consulting Architects, the Territorial Fire Marshall and the Department of Health & Welfare, in relation to educational construction requirements. The section also advises on and co-ordinates construction plans and financing for schools within the Municipal Districts.

Planning commenced on several projects during the year for a total of 89 additional classrooms and on pupil residences with a total of 632 additional beds.

NEW CONSTRUCTION

Schools and Pupil Residences Being Planned or Under Construction

LOCATION	NO. OF CLASSROOMS	RESIDENCE (NO. OF BEDS)
Cambridge Bay	14 Classroom School – Industrial Arts, Home Economics, Library & Gym.	200
Rae Area	15 Classroom School – Home Economics, Gymnasium, Library Industrial Arts.	200
Inuvik	16 Classroom Secondary School. – 2 Science rooms, Gymnasium, Library, Home Economics, Industrial Arts, and Commercial Arts.	
Arctic Bay	Two Classroom School	12
Eskimo Point	Two Classroom Addition	
Whale Cove	One Classroom Addition	
Chesterfield Inlet	One Classroom Addition	
Fort Providence	Two Classroom Addition	
Tuktoyaktuk	Gymnasium & Conversion of Activity Room to two Classrooms	
Fort Norman	One Classroom Addition	12
Fort Franklin		8
Hay River	12 Classroom Elementary School and Gymnasium.	
Sir John Franklin	12 Classroom addition.	
Akaitcho Hall		200
Gjoa Haven	One Classroom addition.	
Totals	89 Additional classrooms	632 beds

School Standards

During the year, standards for components of small schools (two-eight classrooms) were developed in co-operation with the Engineering Division, and approved by the Commissioners of the Yukon and the N.W.T. The proposed standards are now undergoing study by the Treasury Board Advisory Committee on Accommodation.

SPECIAL PROJECTS

Northwest Territories Financial Assistance for Higher Education Program.

This program, adaopted in January 1963, provides grants to university students to cover costs of tuition, text books, special fees and return transportation to the nearest accredited university. Where need is shown, assistance in the form of a loan to cover costs of board and lodging, is available. Such loans are interest free during the period the student is attending university, and are forgiven if the student returns to the N.W.T. to undertake employment for a period of three years.

Twenty-three students proved eligibility for assistance under this program in the 1964-65 academic year. Total grants approved amounted to $14,4445. Total approved loans for 1964-65 amounted to $5,613.

Canada Student Loans

The Superintendent of Education for the Northwest Territories has been designated as the approved authority for issuing certificates of eligibilty for Canada Student Loans. The School Services Section, on behalf of the Government of the Northwest Territories administers this program of assistance for post-secondary education under the Federal Canada Student Loans Act passed in 1964.

Nine applications were approved for Canada Student Loans in the 1964-65 acadmic year. Total loans amounted to $9,000.

Scholarships and Burseries

The Northwest Territories Scholarship ($800 annually for 4 years) was awarded to Miss Gale Patricia Robinson of Yellowknife for her academic achievement in the 1965 Grade XII Departmental examinations. Miss Robinson was also the winner of the Governor General's Bronze Medal in 1962. She has enrolled at the University of Alberta in the Faculty of Science (Nursing).

Three former N.W.T. scholarship winners are continuing their university studies.

The Governor General's Bronze Medal

Miss Susan Margaret Bevington of Fort Smith was awarded the Governor General's Bronze Medal for obtaining the highest marks on the Grade IX Departmental examinations.

I.O.D.E. Achievement Awards

The National Chapter of the I.O.D.E. provided 20 Achievement Awards valued at $25 each, for the first time in 1964-65. These were distributed to students of the five schools having Senior secondary school classes.

Evaluation of Teacher Certification

Teachers in our system are recruited from throughout Canada and from other countries as well. It is therefore necessary to provide an evaluatory system of teacher certification based on uniform principles. This service is performed by the School Services Section.

Statistics

The School Services Section collects and maintains statistical data which are used to provide information for the use of the Division, senior officers of the Department, other government departments and agencies, and the general public.

In the school year 1964-65, school enrolments increased by 11% compared with the previous year. This percentage represented an increase of 263 pupils in the Mackenzie District and 431 pupils in the Arctic District. In the former District, part of the increase was due to the opening of a two-room school at Pine Point and the re-opening of the schools at Tungsten and Wrigley.

The pre-vocational and academic up-grading school at Churchill, Manitoba, opened in September 1964, providing facilities for 105 additional pupils from the Arctic District. A pupil residence operated in conjunction with this school provided accommodation for 160 pupils. Schools at George River in Arctic Quebec and Lake Harbour on Baffin Island were re-opened and full time school facilities were provided for the first time at Port Burwell.

The operation of the Duke of Edinburgh School at Fort Churchill (Manitoba S.D. # 2317) formerly the responsibility of the Department of National Defence, was assumed by this Department until suitable arrangements with the Province of Manitoba can be negotiated. Forty-nine Eskimo pupils from the N.W.T. and Arctic Quebec attended the Duke of Edinburgh School for advanced academic education. They were accommodated in the Fort Churchill pupil residence along with the 105 Pre-vocational pupils. The total enrolment of the Duke of Edinburgh school was 530 pupils of whom 85 were Eskimos. The remainder were from Fort Churchill and the town of Churchill. These pupils are not included in the enrolment statistics for the federal schools.

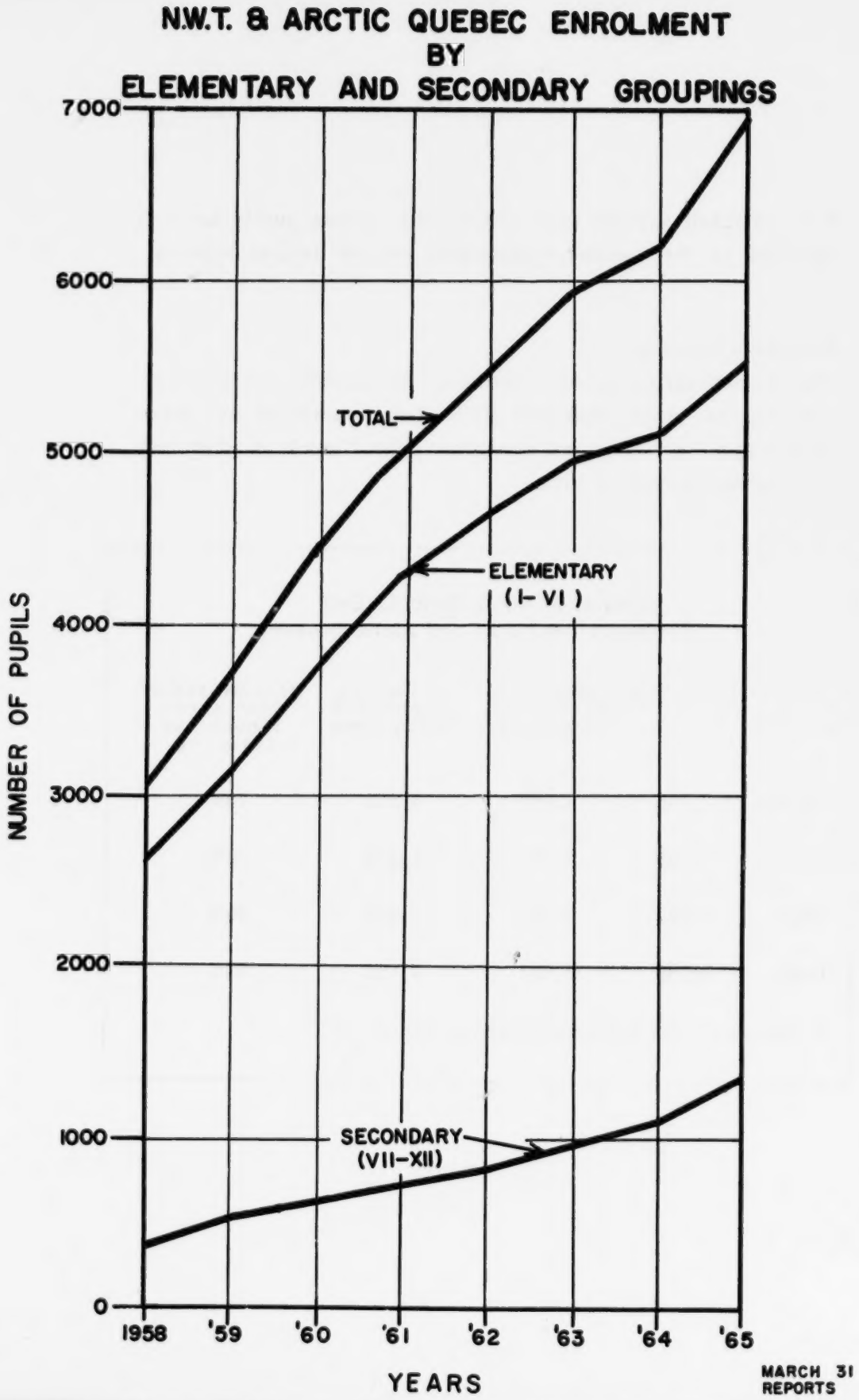
Enrolment Increase

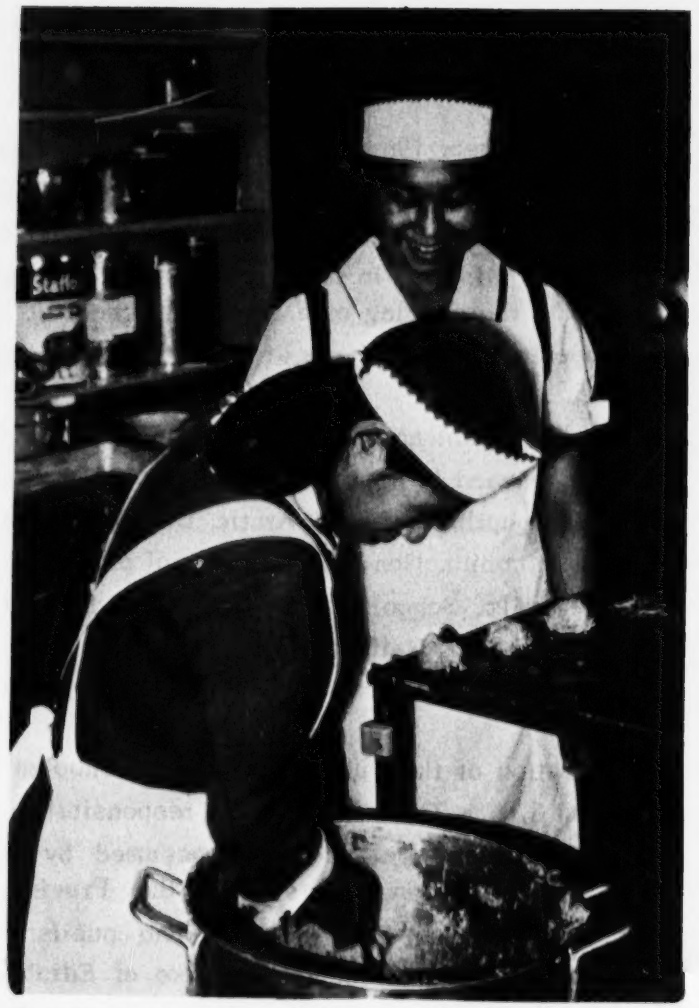
The accompanying graph illustrates the growth in enrolment between the years 1958 and 1965. Total enrolment has been broken into elementary and secondary school levels to show the proportionate growth of each.

1964-65 SCHOOL ENROLMENT
(Northwest Territories and Arctic Quebec)

ORIGIN	ENROLMENT	ENROLMENT COMPULSORY SCHOOL-AGE	ESTIMATED SCHOOL-AGE POPULATION	PERCENTAGE OF COMPULSORY SCHOOL-AGE ENROLLED
Eskimo	2,765	2,498	3,313	76%
Indian	1,283	1,107	1,475	75%
Other	2,682	2,381	2,398	99%
Total	6,730	5,986	7,186	83%

(1) January 1, 1965 Age-Grade Enrolment Report.





Povungnituk Girls Taking Cooking Course at Yellowknife School

VOCATIONAL EDUCATION

The Vocational Education Program for the Northwest Territories provides training and assistance for residents who have different levels of academic preparation and is based upon the policy that equal educational opportunity be extended to all residents.

The In-School Program

Junior-Secondary Schools

Industrial Arts and Home Economics are compulsory subjects for pupils in Grades VII, VIII, and IX. Curriculum guides, which take cognizance of the background and experiences of northern pupils have been developed in both of these subjects. Some schools offer optional courses in commercial subjects at these grade levels.

Senior-Secondary Schools

By adapting the curriculum of the province adjacent to the different regions of the Northwest Territories, suitable senior secondary programs in Industrial Arts, Home Economics, and Commercial subjects are available to help pupils make vocational choices and learn saleable skills.

Special In-School Programs

Because of their cultural heritage, many of the pupils in the schools of the Northwest Territories intend to return to a life on the land and during their school career spend time away from school. These pupils, through no fault of their own, become age-grade retarded. Special programs in Home Economics and Industrial Arts and related activities have been devised based on the way of life of the indigenous people. Examples of some of the fields in which courses have been outlined are: trapping, preparation of furs, outboard motor repair, foods for health, and small over-snow vehicles. This year saw the expansion of these programs to several of the smaller settlements.

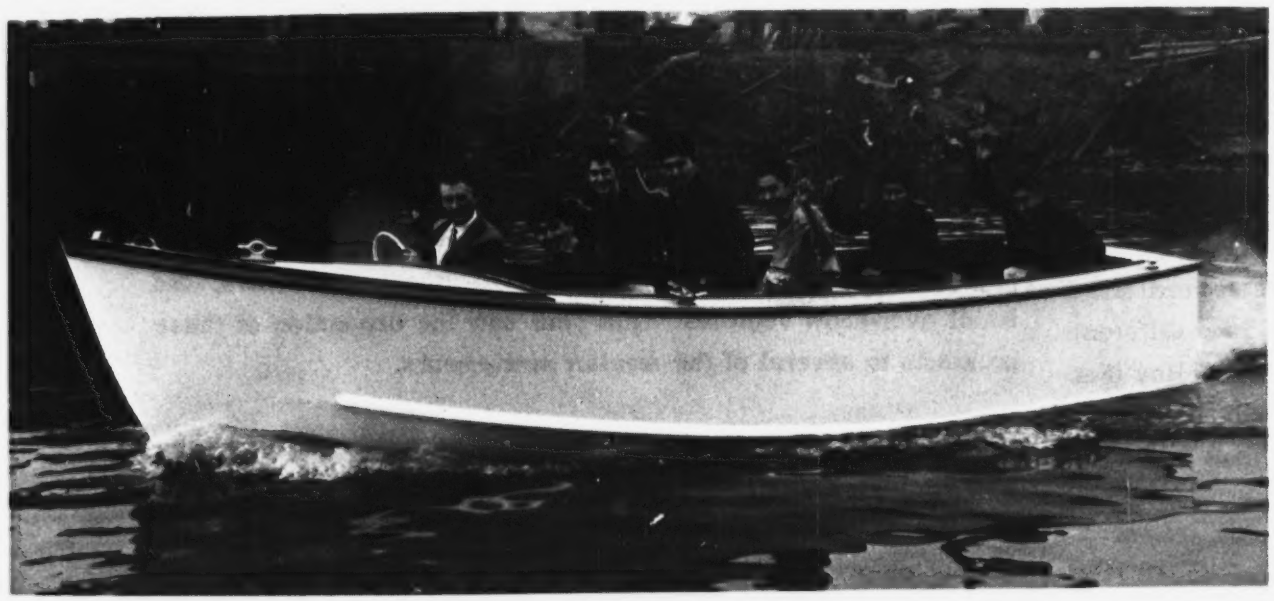
Pre-Vocational Schools

The Sir John Franklin School in Yellowknife offered an extensive program of pre-vocational training for 163 boys and girls in a variety of occupational areas. The pupils spent 50 per cent of their school time in vocational courses and the remainder in a special academic up-grading program. Pupils who have successfully completed the prevocational programs may enter the academic program, take a further vocational course in southern Canada, enter the apprenticeship program or go direct into employment or training-on-the-job.

The Churchill Pre-Vocational Centre which opened this year in Churchill, Manitoba, offered a pre-vocational program with special emphasis on the development of mutually supportive academic-vocational courses.

Post School Program

Increasing numbers of northern residents took advantage of post school programs. Seventeen attended Technical Institutes, two commenced Vocational Teacher Training courses, six attended schools of nursing and 43 attended Department of National Defence Schools on four different courses.



Trainees with 21-foot boat built by them at H.M.C.S. Naden

Boat Building Graduates – H.M.C.S. Naden

Special Vocation Courses

Thirteen special courses were offered throughout the Northwest Territories to 109 residents, training them to take more advantage of the natural resources of the areas in which they live. These courses included fur-garment manufacture, tourist guiding, log-house building, boat-building and repair, fur grading and co-operative management. Of these, the fur garment manufacturing courses at Aklavik and Tuktoyaktuk were developed into local industries. Further development of the fur garment industry can be expected beginning next year with training for the operation of a tannery at Aklavik.

Northern residents also attended special vocational courses at establishments in southern Canada. These courses, which were normally short in length, trained people to fill specific jobs such as diesel power-plant operators or heavy equipment operators.

Small Business Management courses were held in Hay River, Fort Smith and Yellowknife during the year. Two courses, Bookkeeping and Management Accounting were offered in each locality over a period of four months. A total of 150 managers or partners of small businesses attended. This program will be continued during the coming year and extended to other localities.

Training on the Job

During the year opportunities arose by which persons could become fully employed after undergoing a short period of training in industry. Four persons were so trained in electronic assembly work, truck driving and power plant operating with the Department paying 50% of the trainees wages during the training period.

Heavy Equipment Operators Course, R.C.S.M.E., Chilliwack, B.C.

Trade Schools

Sixty-three residents who met the entrance requirements attended southern Canadian trade schools in 21 different courses. These ranged from those requiring Grade IX for entrance to those requiring Senior Matriculation. Graduation from these courses leads to either apprenticeship (with credit given for the trade school course) or other employment.

Apprenticeship and Occupational Certification

Under the Northwest Territories Apprentice Training Ordinance of November 1963, the Apprentice Training and Occupational Certification Program was instituted on April 1, 1964. Under this program which, by the end of the year, had 15 trades available for apprenticeship or certification, 14 apprentices were registered and 56 occupational certificates had been issued by examination. It is planned to include more occupations in the program in the coming year.

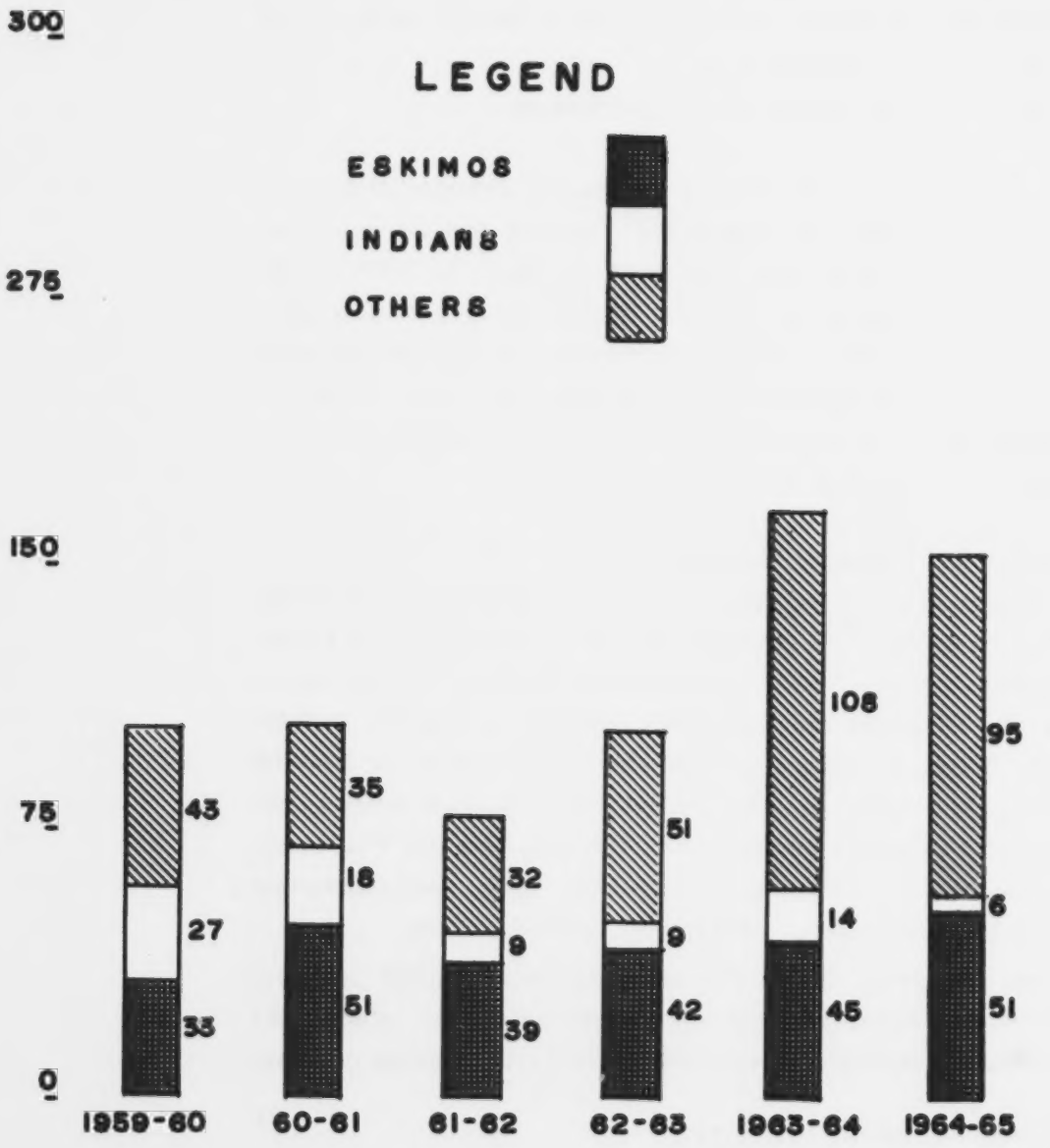
Selection and Placement Service

The Selection and Placement Service to residents of the Northwest Territories was enlarged by the conclusion of a formal agreement with the National Employment Service. By this agreement, the Selection and Placement Officers, in addition to their former duties of selecting and placing residents on training courses, now carry out the increasingly important employment function. The annual conference of the Selection and Placement Officers held in Edmonton in November 1964, concentrated on finding better methods of carrying out these functions.

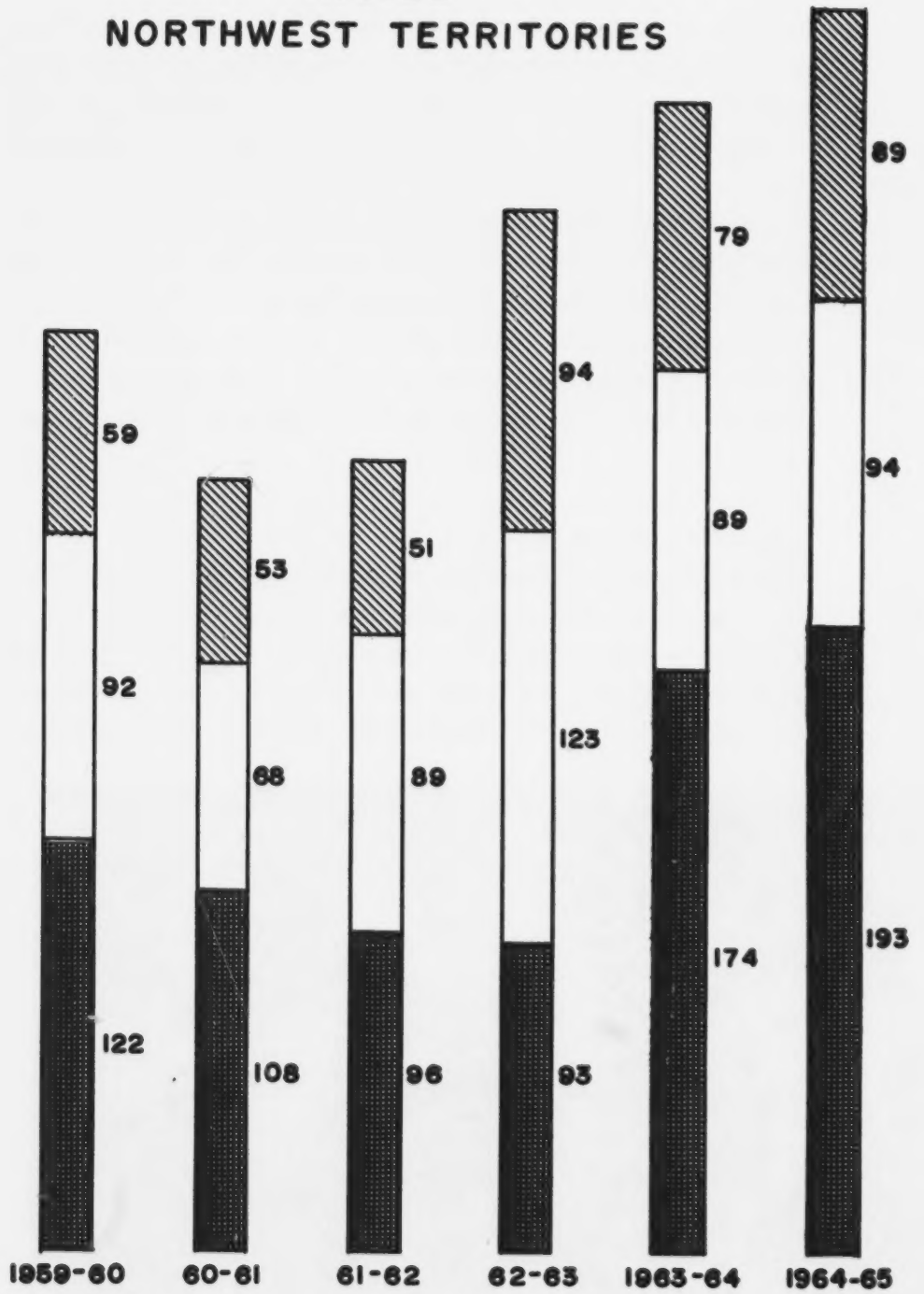
During the year, these officers interviewed 1,908 potential trainees or employees, interviewed 391 employers, placed 593 residents in employment and 528 residents on training courses.

VOCATIONAL EDUCATION PROGRAM

PUPILS IN TRAINING OUTSIDE NORTHWEST TERRITORIES



PUPILS IN TRAINING INSIDE NORTHWEST TERRITORIES



Indoor Games – Inuvik, N.W.T.

THE YEAR IN REVIEW

MACKENZIE DISTRICT

The District Superintendent of Schools located at Fort Smith is responsible within the general framework of educational administration in the Territories for the overall day to day direction of schools in the District. Assisting him is a Superintendent of Vocational Training, a Principal-at-large, an audio-visual specialist, and an administration officer. Each Region is supervised by a Regional Superintendent of Schools assisted by a Teacher-at-large and a Selection and Placement Officer. Each Regional Superintendent works in close co-operation with the District Superintendent of Schools in the District office.

Schools

In 1964-65, 33 full-time schools were in operation in the District. A voluntary association also operated a school for retarded children in Yellowknife under government auspices. The total school enrolment in the District was 4,658.

Staff

All teaching positions were filled during the past school year with the exception of one at Fort Good Hope and one at Tungsten. There was a total teaching staff of 254 including 44 teachers employed by the three Municipal School Districts at Yellowknife and Hay River. Turnover of teaching staff was slightly less than twenty-five per cent and recruitment of replacements for these positions was generally successful. There was difficulty in recruiting replacements for Grade I and specialist fields. The assignment of a teacher-at-large in each of the three Regions, has brought about a marked improvement in consultative services especially for primary teachers and teachers of one and two-room schools.

Development of the Educational Program

In 1964-65 there were continued efforts to adapt and improve the educational program of the schools in the District. At Fort Smith and Fort Simpson special programs for age-grade retarded students were developed. Pre-vocational opportunities were extended at Fort Smith, Yellowknife and Inuvik. Basic shop and Home Economics programs were offered at Gjoa Haven, Cambridge Bay, Coppermine, Tuktoyaktuk, Aklavik, Fort MacPherson, Fort Providence, Fort Resolution, Rae, Fort Smith and Inuvik.

A seasonal pupil residence program at Fort Macpherson was developed. Under the direction of the teachers-at-large the Basic English program was extended in all Regions. Opportunities were expanded for students to secure post-school training outside the District at university, technical, or vocational levels. Greatly improved art and music programs were

developed at Fort Smith and Yellowknife. In line with modern techniques in mathematics instruction a new mathematics program was adopted in the primary grades. An experimental language arts curriculum guide was published and distributed to all schools during the year.

The number of students in the senior-secondary grades increases steadily. Approximately one hundred students wrote one or more Grade XII subjects in June 1965. The results of these examinations were most favourable. Approximately three quarters of all papers written secured a pass standing at either the diploma or senior matriculation level. At the same time, however, the heavy "drop out" of students at the upper elementary and high school level continued especially among young people of Indian and Eskimo origin. The reasons for this are many and are often founded on social and economic conditions of the north. For many students incentives have still to be found which will encourage them to keep at their studies.

Vocational Education

During the year the Vocational Education Program in the Mackenzie District underwent expansion, both within the District and in the use of facilities in southern cities. The availability of excellent vocational and technical training facilities such as provided in institutions like the Northern Alberta Institute of Technology in Edmonton, has proved of value to the northern program. Unfortunately, some northern young people of Indian, Eskimo and Metis background still lack the academic qualifications necessary to take advantage of the numerous vocational training facilities available. So far many of these young people remain unconvinced that it is worth their while to acquire the academic upgrading necessary to provide entrance to such institutions. For those who lack adequate training work opportunities in the north continue to be very limited, partly because of the competition presented by workers from the south, and many northern young people feel disillusioned and frustrated in their attempts to find work. An adequate formula to resolve this dilemma has still to be found.

In 1964-65 there was an expansion of existing Home Economics, Industrial Arts and Commercial course offerings, to provide for increased student enrolment. Special basic programs in Home Economics, Industrial Arts and related activities were introduced into more of the smaller schools. These programs were designed to fit the special needs of the community and have a strong emphasis on basic occupational development for students who, for one reason or another, are age-grade retarded and who will probably remain within their settlements.

In Sir John Franklin School additional new equipment provided the means to up-grade course offerings and provide for a greatly increased student enrolment in all pre-Vocational courses. New courses were added and more are planned to provide for training in occupational skills leading to apprenticeship training.

Special vocational courses continue to play an important part in general occupational training. Of special note is the boat building course in Inuvik. This training program involves both the Education and Industrial Divisions, and the use of the Royal Canadian Navy Training Establishment at H.M.C.S. Naden, Esquimalt, B.C. The program of Fishing and Big Game Guide Training deserves special mention.

The first N.W.T. apprenticeship Certificates were awarded in the District this year. Many opportunities also were offered to selected young people of the Territories who obtained permanent employment after a short concentrated period of training-on-the-job.

Selection and Placement Services

Selection and Placement Officers offer an important part of the total service rendered in the Vocational Education program. They assist, and in many cases develop special vocational courses within the District. These officers are the official representatives of the National Employment Service within the Territories. They assist in the selection and administration of the apprenticeship training program. During the past year, Mackenzie District Placement Officers reported upwards of 2,000 formal interviews resulting in many job placements, recommendations for vocational courses and apprentice training. There were 268 vocational students who received training within the Mackenzie District last year. In addition, 71 students from the District attended special vocational courses in the provinces.

Adult Education

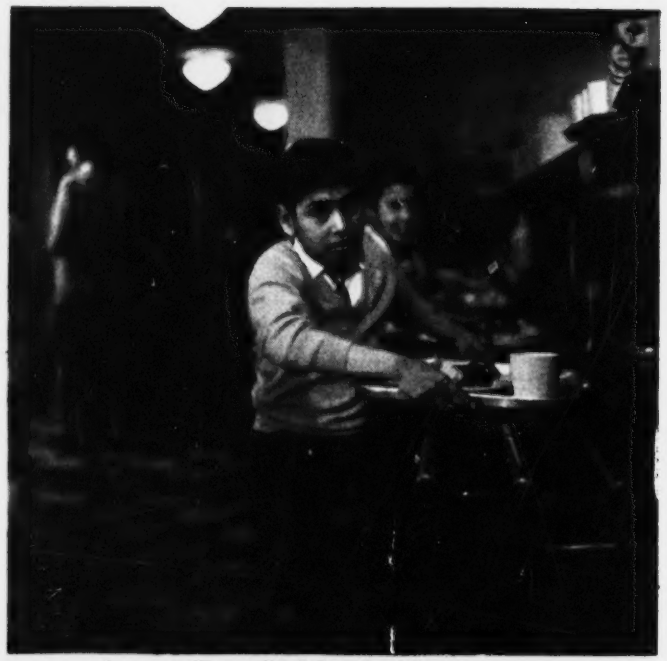
Because there is no adult education staff in the District, progress in adult education was limited during the year. Adult education programs were carried out by voluntary workers, community teachers, school principals, placement officers and schools superintendents. The District is indebted to these people for this work, most of which was conducted in their spare time.

Horseback Riders – Fort Smith

FORT SMITH REGION

Enrolment & Accommodation

Total enrolment for the Region was 1,772, in twelve schools, employing a teaching staff of 94. A 2-room temporary school building at the new town of Pine Point and one-room schools at Tungsten and Wrigley were opened this year. The high school program was extended to include Grade XI students at Hay River and was discontinued for grades above Grade IX at Fort Simpson. Residence enrolments at Fort Smith and Fort Simpson continued at about 95% of capacity. A group of 24 Eskimo children from Bathhurst Inlet on the Arctic coast were brought to Bompas Hall at Fort Simpson in an effort to relieve overcrowded hostel conditions at Inuvik. Some temporary classroom accommodation continued to be used at Fort Resolution (1 room), Fort Smith (3 rooms), Hay River Federal School (2 rooms), the latter being provided by two mobile trailer units.



Suppertime at Fort Smith Residence

Students in the Region requiring vocational education continued to attend the Sir John Franklin School in Yellowknife.

A special program for age-grade retarded students was introduced at Fort Smith. A revised curriculum including basic academic upgrading along with a special program of instruction in "community skills" was used with this group and proved to be effective. The course was very well received by pupils and parents as reflected in a much improved attendance pattern.

Efforts were made to include a basic Home Economics and Industrial Arts program in small schools when and where staff and facilities were available. The system continued to experience sporadic and unpredictable school attendance patterns caused by some children who persist in attending school only part time. Some, whose homes are not in the settlement where the school is located, will attend only one or two years in three.

YELLOWKNIFE REGION

Enrolment

During the 1964-65 school year 1,382 pupils were enrolled in the schools of the Yellowknife Region. Seventy-eight teachers offered instruction in ten communities throughout the Region. Approximately 150 boys and girls studied in the Vocational and Pre-Vocational programs offered at Sir John Franklin School in Yellowknife. During the summer of 1965, three teachers from Yellowknife, including the Teacher-at-large, held summer classes in the settlements of Rae, Snowdrift and Coppermine. In addition the Yellowknife Association for Retarded Children operated a school for nine pupils.

Construction

A five room addition plus a large area with facilities for instruction in Mining at Sir John Franklin School was completed in time for school opening in September, 1964. With the addition of the new wing the temporary quarters formerly occupied by the pupils were turned over to the school and community for use as a fine arts centre. School classes in art, band, choral music and drama are held in the Centre, and the Yellowknife Handicraft Guild and John Rennie Art Society use the premises for activities such as painting, sculpturing, pottery, weaving, sewing and copper enamelling. The new St. Patrick's High School to replace the school destroyed by fire in the spring, was occupied in September and officially opened by the Commissioner of the Northwest Territories in November, 1964.

The Federal School at Gjoa Haven was increased to two classrooms, the second class being housed in the Nursing Station until the planned addition is completed.

THROUGH THE GUIDANCE THEY GAVE IN THE PAST, THE
OF OUR COMMUNITY IS MOULDED.
"YOUR OLD MEN SHALL DREAM DREAMS, YOUR YOUNG
SEE VISIONS" - JOEL II, 28.

High School Pupils, Sir John Franklin School, Yellowknife

Workshops, Conferences, Visitors

In July 1964, at a workshop in Yellowknife, teachers from the District produced an experimental edition of a Language Arts curriculum guide. The experimental program was then introduced to the schools.

In May, 1965 the Annual Conference of Schools in the Forest Association was held in Yellowknife. This organization is made up of educators from across Canada who are concerned mainly with the problems of Indian and Eskimo education.

In early July, eight young people from the Yellowknife Region took part in the Youth Centennial Travel Program and visited St. Catherines, Ontario. Later in the month a group of twenty-four teen-agers from the Niagara Peninsula spent five days in the Yellowknife Region.

A visit from the forty-five member high school band from Mount View B.C. in April gave added impetus to the growing band program in the Region. A number of education officials were in Yellowknife in June for the spring session of the Northwest Territories Council. In August members of a Russian delegation visited Canada's North and were guests at Akaitcho Hall and Sir John Franklin School.

Examinations

In the region more than 95% of the pupils writing the Alberta Grade IX examinations received a pass standing or better and at the Grade XII level the percentage of successful candidates was 85%. Both these figures compare favourably with the results in the Alberta schools. Miss Gail Robinson of the Sir John Franklin School won the Northwest Territories Scholar-

Eskimo Tractor Driver, Cambridge Bay, N.W.T.

ship for the highest standing in Grade XII for 1965. During the 1964-65 school year, thirteen students from the Region attended university under the terms of the Northwest Territories Assistance for Higher Education Program.

Vocational Training

The Selection and Placement Officer interviewed 723 applicants for training and job placement and employment was found for 167. The first N.W.T. Apprenticeship Certificates were awarded to two Yellowknife residents. 13 people took apprenticeship training in the Region and 34 candidates have applied for journeyman qualifications in various trades. There are 26 trainees from the Region taking vocational training outside the N.W.T.

Adult Education

More than 25 courses were offered to more than 200 adults in Yellowknife, Cambridge Bay, Coppermine, Rae, Gjoa Haven, and Spence Bay. In addition more than 25 correspondence courses, from the Alberta Correspondence School Branch, were taken by adults in the Region.

Class Dismissed – Inuvik, N.W.T.

INUVIK REGION

Enrolment

Enrolment in nine regional schools numbered 1,504 as at March 31, 1965, employing seventy-seven qualified teachers. It is significant that the Grade XII enrolment at Inuvik doubled. Many drop-outs of previous years who had been unable to find permanent employment returned to complete their senior high school program. Arctic Red River School closed because of an insufficient number of students. Because of teacher shortage, only one room operated at Fort Good Hope. Children from this community were enrolled in Grollier Hall, Inuvik.

Hockey Night in "Canada" (Inuvik, N.W.T.)

Cubs and Brownies at Tuktoyaktuk, N.W.T.

School Accommodation

Enrolment at Inuvik necessitated the increased operation of ten temporary classrooms outside the school premises. Two former classrooms and the activity rooms at Tuktoyaktuk were reconverted into teaching areas. It was found necessary to convert part of the Industrial Arts Building at Fort McPherson into a temporary classroom.

Program

Early in the fall of 1964 in-service training began on a Continuous Progress Learning Program, followed by a Regional Conference which emphasized this program. As a result the program was developed to the point where it could be used in selected schools in 1965-66.

A full testing program was carried out in the fields of reading and mathematics. These results were used in admitting students to the Yellowknife Vocational Program.

During the course of the year progress was made in local programming in the fields of Home Economics and Industrial Arts.

Adult Education was conducted in most communities and was particularly successful in the communities of Aklavik and Fort McPherson.

Eskimo Boy

ARCTIC DISTRICT

The Arctic District Education Office in Ottawa operates and supervises schools and pupil residences in the Keewatin Region (the west coast of Hudson Bay) the Frobisher Region (Baffin Island and other Arctic Islands east of Victoria Island and Banks Island) and in the coastal regions of Arctic Quebec where there are Eskimo settlements.

Schools

The District Superintendent of Schools is located in Ottawa and is assisted by a Regional Superintendent of Schools for Frobisher and Arctic Quebec Regions, a Regional Superintendent for Schools in the Keewatin Region (located at Churchill, Manitoba) and a District Superintendent of Vocational Training. Other personnel in the District Education Office included a Supervisor of Adult Education, an Audio-Visual Specialist, a Home Economics Specialist, a Principal-at-Large, a Community Teacher-at-Large, a Selection and Placement Officer, an Administration Officer, and a Teacher-Registry Officer. The Research Librarian from the Curriculum Section of the Education Division also directed the Library on a part-time basis.

In 1964-65 31 schools were in operation in the District and a seasonal school was operated at Repulse Bay through the efforts of the Roman Catholic Church. In September a pre-vocational school was opened at Fort Churchill, Manitoba, for 150 pupils from the district to prepare them for future training and employment. The total school enrolment in the District was 2,024, an increase of 149 pupils over the previous year. Of the total enrolment, 1,847 were Eskimos, 50 were Indians and 127 were white.

Pupil Residences

Nineteen small pupil residences were in operation in 1964-65 with a total of 151 pupils in residence. These are located at Eskimo Point (2), Great Whale River (2), Baker Lake (2), Cape Dorset (1), Port Harrison (3), Broughton Island (2), Igloolik (3), Pond Inlet (2), and Pangnirtung (2). In September a larger residence was opened at Fort Churchill for students attending either the Vocational Centre or high school there. Another 80 pupil residence at Chesterfield Inlet is operated under contract with the Deparment of Northern Affairs by the Roman Catholic Church.

Staff

There was a teaching staff of 110 in the district. This was an increase of 16 over the previous year. A Selection and Placement Officer was located at Churchill and another at Frobisher Bay.

Superintendents Activities

All schools in the District were visited by a Superintendent of Schools at least twice during the school year. The superintendents completed reports on all teachers as well as reports on the educational facilities in each settlement. In September 1964 the District Superintendent attended the Canadian Education Association Annual Conference in Winnipeg. In November the Superintendents met with Superintendents from the Mackenzie District under the direction of the Chief of the Education Division to discuss mutual problems and to make recommendations concerning future educational policy in the north. The District Vocational Superintendent also attended a short conference on Vocational Education prior to the November meeting.

In-Service Training and Teacher Services

During the year there was considerable activity in the field of in-service education. Teachers going into the Arctic for the first time came to Ottawa in the latter part of August to attend an orientation program for northern teaching. Teachers going to settlements in Frobisher Bay and Keewatin Regions moved to Frobisher Bay and Churchill, respectively, for the second part of the orientation program. Teachers going to Arctic Quebec remained in Ottawa for the complete orientation program. Resource personnel for these courses came from the Office of the Education Division, Administration Branch Office, Arctic District Office and the Regional Offices. The course included an introduction to the Eskimo language, culture and anthropology of northern peoples, discussions on curriculum adaptation in northern schools, and guidance on administrative details.

Later in the year regional workshops were held at Frobisher Bay and Churchill. At these workshops new teachers worked with experienced teachers, superintendents and specialists in an attempt to solve mutual problems and to make classroom teaching and community development more effective.

In the summer of 1965, 12 Arctic District teachers attended summer workshops in mathematics and English as a second language which were held in Ottawa by the Education Division. Another 30 teachers attended summer classes at various universities in Canada.

Teachers received much help during the year by way of Audio-Visual supplies. An increasing number of picture sets, records and tape recordings continued to be sent to the schools. For the year 1964-65 a total of 1,644 films and 1,600 filmstrips were sent to schools in the District. A collection of professional books and materials for teachers was started in the District Office and further expansion can be expected as the volume of requests from teachers increases.

Classroom Assistants Course, Brockville, Ontario.

Motor Repair, Industrial Arts Class, Great Whale River, P.Q.

Classroom Assistants

The important role of Classroom Assitants in District schools was given further recognition this year. Under the direction of three experienced northern teachers a course from July 8 to August 16, 1965 for Classroom Assistants was conducted at Brockville, Ontario. Attending the course were 11 young Eskimo adults representing nine different Arctic communities. The course consisted of academic upgrading, preparation and presentation of visual aids, elementary teaching techniques and guided tours of local points of interest. They stayed with selected Brockville families which gave the students an opportunity to learn about southern social customs and ways of living.

School Health Services

In co-operation with medical personnel from the Department of National Health and Welfare community teachers assisted in medical and dental check-ups of school children in the Arctic District. The basic rules of good hygiene were impressed upon the children in the classroom with a view to improving health standards.

Extra-Curricular Activity Funds

The majority of schools in the Arctic District continued to use funds under the extra-curricular program for the purchase of materials and supplies not ordinarily supplied under the regular school program; for example, graduation prizes, student picnics, sports activities, etc.

Vocational Education

The opening of the Churchill Vocational Centre, Churchill, Manitoba in September 1964 marked an important step forward in the advance of educational facilities in the Arctic District. A school and pupil residence was established in part of the building complex formerly used by the Canadian Army at Fort Churchill. Catering facilities were contracted to the Canadian National Institute for the Blind and classrooms, home economics and various shops were equipped. Approximately 150 pupils representing almost every Arctic District settlement were transported to Churchill in late August and September. These specially selected pupils ranging in age from 14 to 19 and in grade placement from Grade III to Grade IX soon adapted to residence living. Of the 150 only two were removed because of difficulty in adjusting to the new environment. The facilities of the neighbouring Duke of Edinburgh

CHURCHILL PRE-VOCATIONAL SCHOOL

ACADEMIC PROGRAM

YEAR	MATHEMATICS	SCIENCE	SOCIAL STUDIES	ENGLISH
1				
2	N.B. ACADEMIC PROGRAM being developed will include MUTUALLY SUPPORTIVE UNITS as shown below			
3				
4				

BOYS — 1/2 TIME ACADEMIC — 1/2 TIME VOCATIONAL

GIRLS — 1/2 TIME ACADEMIC — 1/2 TIME VOCATIONAL

VOCATIONAL PROGRAM

ORIENTATION				
1	WOOD	METAL	MECHANICS	
	-DRAFTING-			
2	WOOD	METAL	MECHANICS	TYPING (OPTIONAL)
	-DRAFTING-			

SPECIALIZATION	WOOD	METAL	MECHANICS	COMMERCIAL (2 year program)	
				1st year	2nd year
3	BUILDING CONSTRUCTION CABINET MAKING MILL WORK	WELDING MACHINE SHOP SHEET METAL	MARINE ENGINES DIESEL FITTING	Typing Business Practice Business Art Penmanship	Typing Retailing Business Art Record-Keeping
4	ONE ASPECT OF WOOD, METAL or MECHANICS				

SOCIALIZATION IN RESIDENCE

BOY SCOUTS	GIRL GUIDES
COMMISSARY	CANTEEN
SPORTS	HOBBIES
BANKING	CRAFTS
CANTEEN	BANKING
CARVING	SPORTS

VOCATIONAL PROGRAM

ORIENTATION				
1	FOODS	CLOTHING	CHILD CARE	
	-HOME MANAGEMENT-			
2	FOODS	CLOTHING	TYPING	
	-HOME MANAGEMENT-			

SPECIALIZATION	FOODS AND CLOTHING		OR COMMERCIAL (2 year program)	
			1st year	2nd year
3	- PREPARATION OF SERVICES - HOME MANAGEMENT	- CONSTRUCTION - FURS AND FABRICS - LAUNDRY & DRY CLEANING	Typing Business Practice Business Art Penmanship	Typing Retailing Business Art Record-Keeping
4	ONE ASPECT OF FOODS OR CLOTHING			

Leading to:
- *Apprenticeship*
- *Employment*
- *Institute of Trades and Technology*

Leading to:
- *Apprenticeship*
- *Employment*
- *Institute of Technology*
- *Homemaking*

MUTUALLY SUPPORTIVE ACADEMIC-VOCATIONAL UNITS

MATHEMATICS WITH	DATE PREPARED	DATE PRESENTED	SCIENCE WITH	DATE PREPARED	DATE PRESENTED	SOCIAL STUDIES WITH	DATE PREPARED	DATE PRESENTED	ENGLISH WITH	DATE PREPARED	DATE PRESENTED
WOOD			WOOD			WOOD			WOOD		
METAL			METAL			METAL			METAL		
MECHANICS			MECHANICS			MECHANICS			MECHANICS		
FOOD			FOOD			FOOD			FOOD		
CLOTHING			CLOTHING			CLOTHING			CLOTHING		
COMMERCIAL			COMMERCIAL			COMMERCIAL			COMMERCIAL		

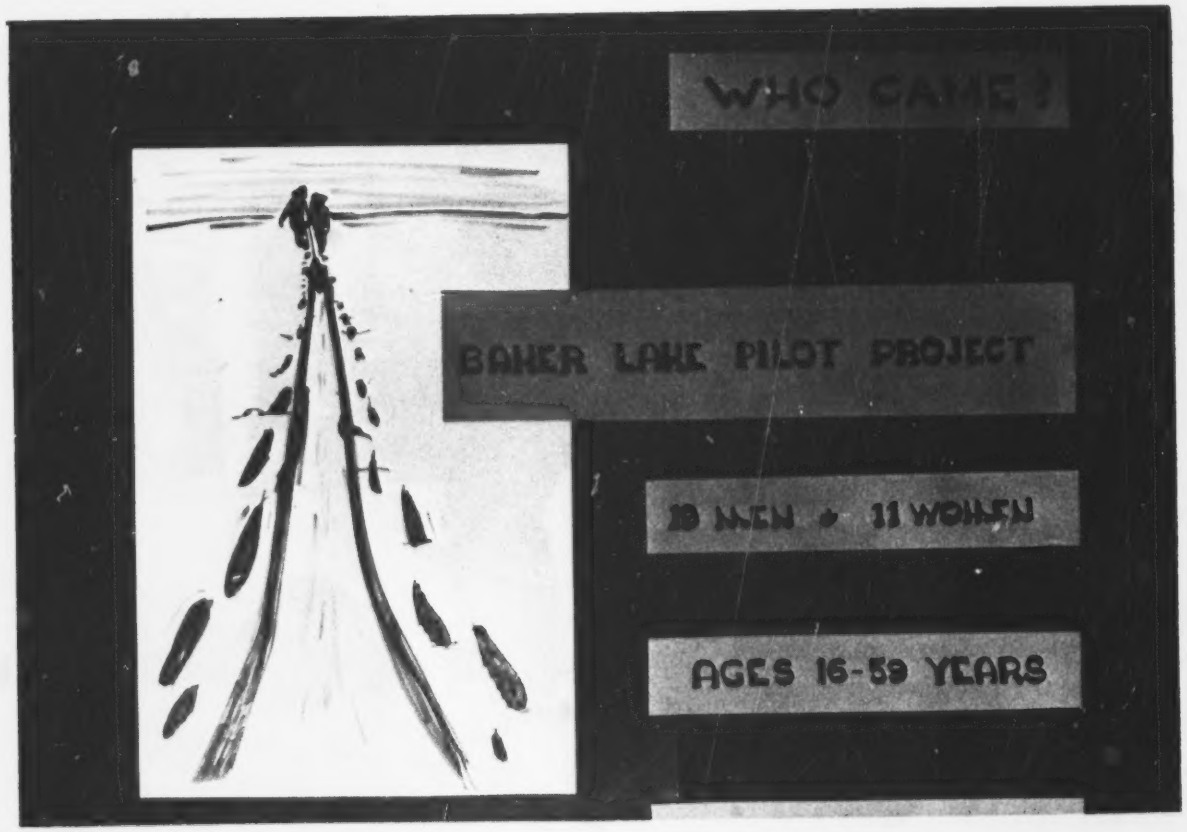
N.B. THESE UNITS WILL BE INCORPORATED IN THE ABOVE *ACADEMIC PROGRAM*

School were available to 49 pupils in residence ranging from Grade IV to IX who had been recommended for further academic education by school principals in the local settlements.
Another 99 pupils enrolled in courses at the Vocational Centre where training was offered in food, clothing, welding, carpentry, drafting, mechanics and metal work. Throughout the year programs correlating vocational and academic work were developed by teams of vocational and academic teachers. Curriculum and Vocational specialists from Education Division assisted in the co-ordination and development of these programs.

Progress continued in other areas of Vocational Education. In the fall of 1964 the staff was augmented by the appointment of a Selection and Placement Officer at Frobisher Bay and a Home Economics Specialist to the Ottawa office.

A great deal of emphasis was placed on employment and all trained Eskimos were offered employment in the north and south. A number of successful placements were made in southern Canada.

Group courses were carried out in southern Canada for Eskimos in clerical work, carpentry, heavy equipment operation and basic marine mechanics. In the north training was given in janitorial services, sawmill operation, craft management, clerical, postal clerk and commercial laundry operations. Industrial Arts shops and Homemaking classes were operated at Frobisher Bay, Great Whale River and Rankin Inlet and terminal vocational courses in homemaking were conducted at Sugluk and Povungnituk.



Adult Education

On April 1, 1964 the first District Supervisor of Adult Education was appointed. During the year he visited as many communities as possible in order to meet teaching and administrative staff. In each settlement he challenged educators and community leaders to assist in the dev opment of a strong adult education program which would meet local needs. He offered assistance and encouragement to the teachers and instructors who are at present carrying the responsibility for adult education. The "package courses" developed by the Adult Education Section of the Education Division proved their usefulness in the Arctic District. In the settlements where they have been used they have been received most enthusiastically by both instructors and adult learners.

Eighteen communities, out of 31 reported, conduct adult education programs. Courses of 10 to 12 weeks in length were held in 16 communities with a total membership of 891 in 54 groups. The topics were mainly language, homemaking and industrial arts. Twice as many women as men enrolled of which 64 per cent were within the 21 to 48 age group and 26 per cent were between 16 and 21 years of age. Eighty per cent of those attending the adult course had never attended school, the other 20 per cent had low elementary schooling. Fourteen centres showed educational films to adults once or twice a week.

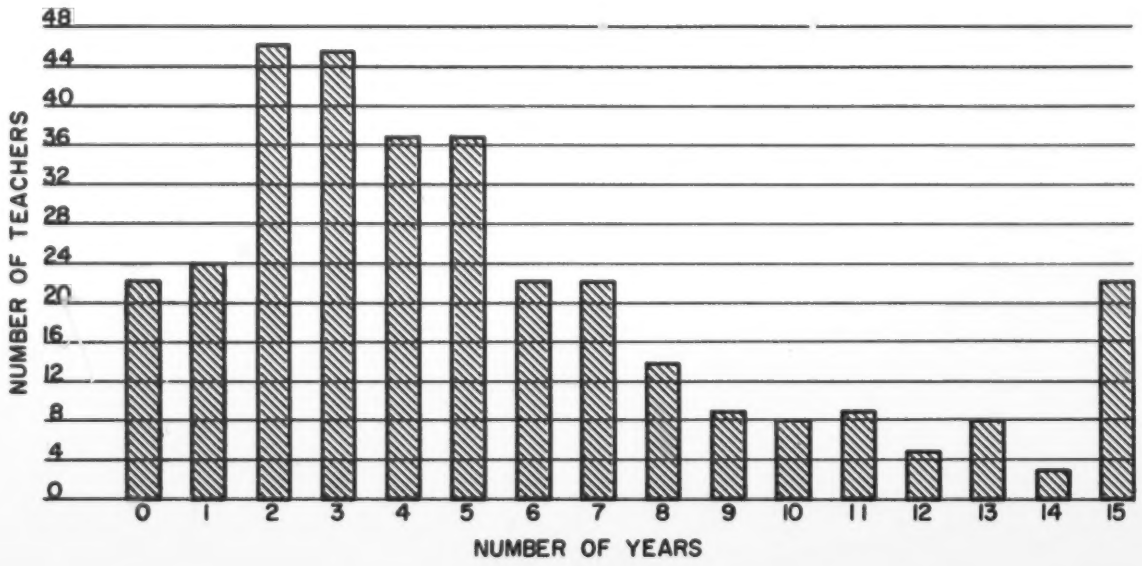
In addition to his regular duties, the Adult Education Supervisor was also assigned to co-ordinate the Arctic District portion of the Eskimo housing surveys. From January 4 to March 5, 1965, the Supervisor visited 27 Arctic District settlements in connection with the survey, which is a first step in developing a new and comprehensive housing program for the north.

EMPLOYMENT OF TEACHERS FOR THE SCHOOL YEAR 1964-65

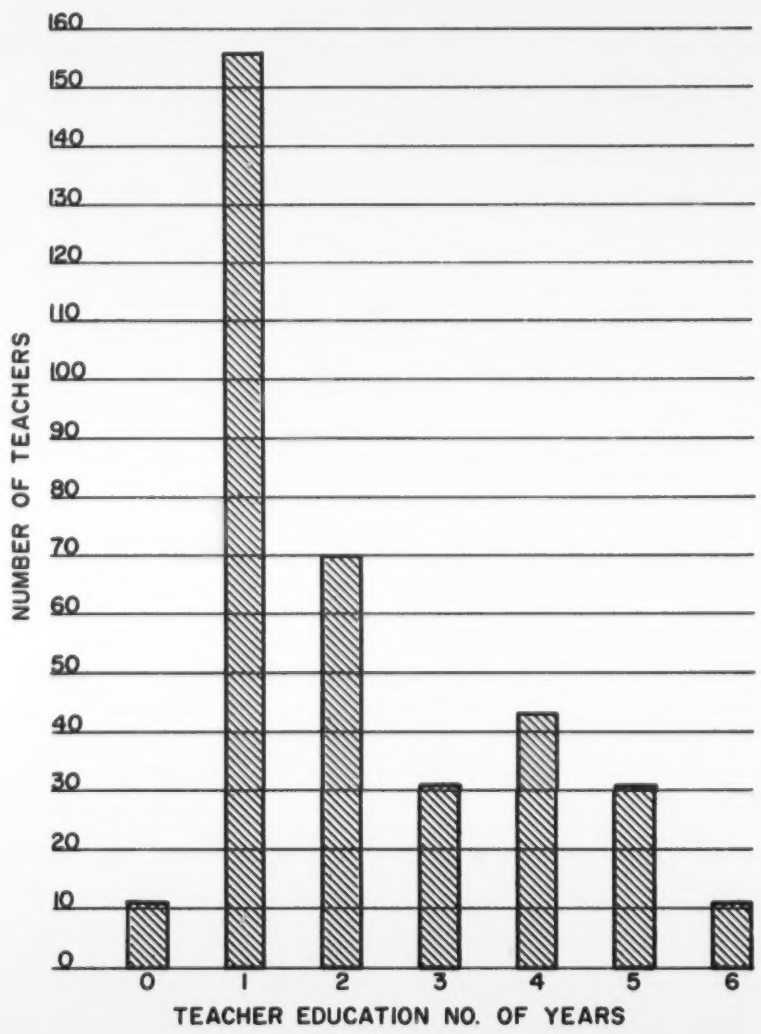
TEACHING CERTIFICATES HELD

PROVINCES OF CANADA	NUMBER EMPLOYED
BRITISH COLUMBIA	29
ALBERTA	52
SASKATCHEWAN	69
MANITOBA	50
ONTARIO	64
QUEBEC	4
NEW BRUNSWICK	10
NOVA SCOTIA	20
PRINCE EDWARD ISLAND	1
NEWFOUNDLAND	7
OTHER COUNTRIES	32

TEACHERS TEACHING EXPERIENCE OUTSIDE THE NORTHWEST TERRITORIES TO JUNE, 1965

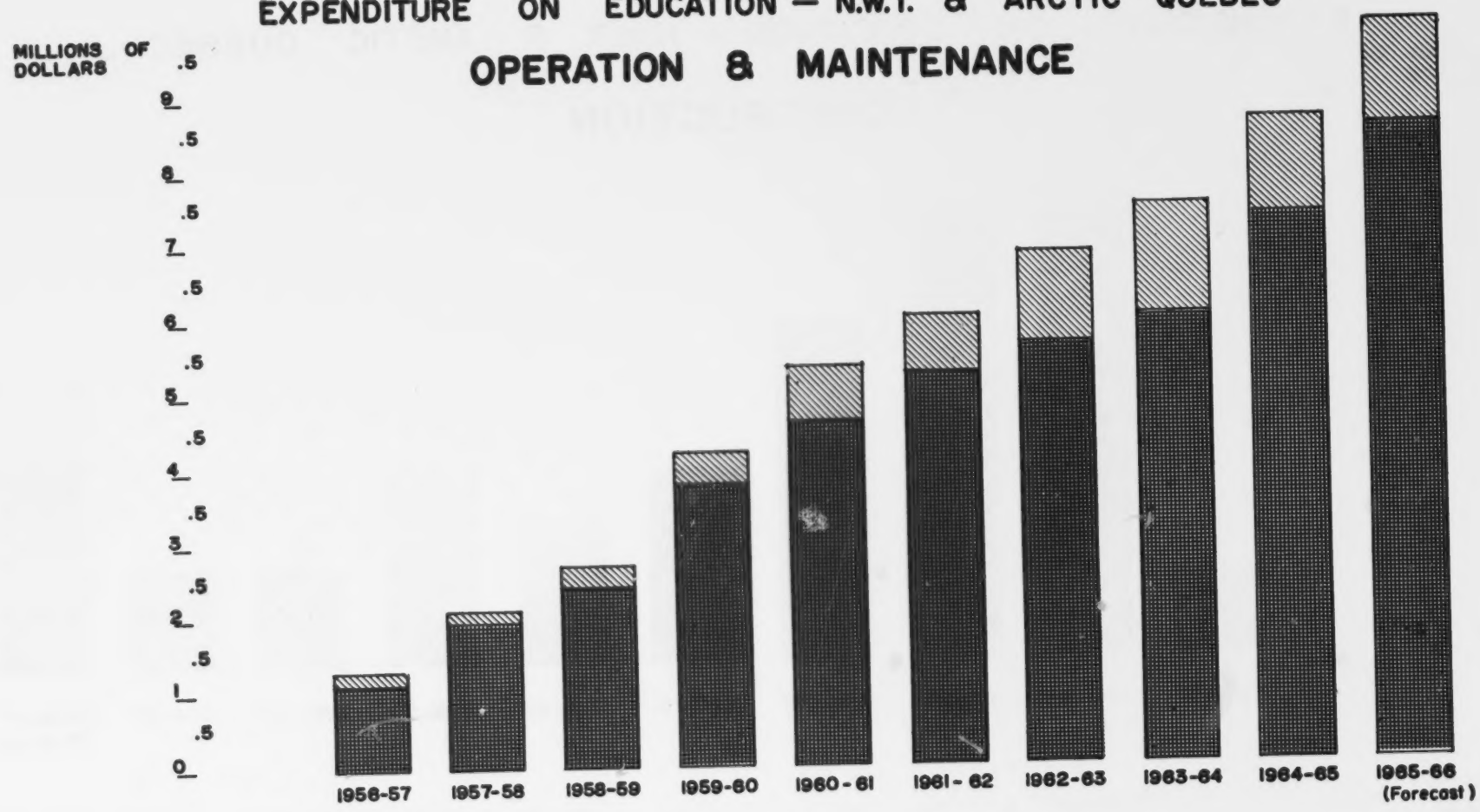


QUALIFICATIONS OF TEACHERS EMPLOYED IN THE NORTHWEST TERRITORIES DURING SCHOOL YEAR 1964-65



EXPENDITURE ON EDUCATION — N.W.T. & ARCTIC QUEBEC

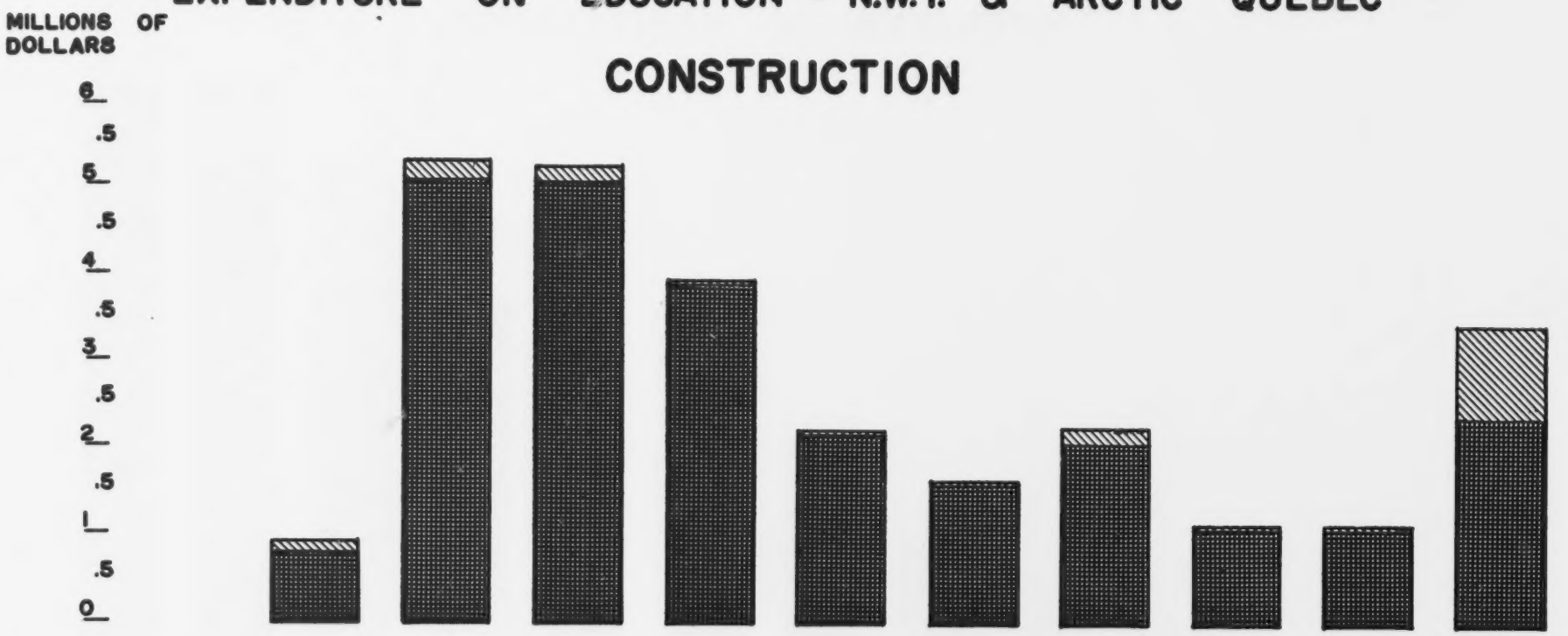
OPERATION & MAINTENANCE



	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66 (Forecast)
FEDERAL	1,173,239	1,994,999	2,424,120	3,793,361	4,696,725	5,393,140	5,639,133	6,085,744	7,010,912	8,243,000
N.W.T.	148,817	174,297	294,032	444,192	642,035	709,687	1,140,180	1,202,000	1,420,000	1,400,000
TOTAL	1,322,056	2,169,296	2,718,152	4,237,553	5,338,760	6,102,827	6,779,313	7,287,744	8,430,912	9,643,000
FEDERAL	89%.	92%	89%	89%	88%	88%	83%	84%	83%	86%
N.W.T.	11%	8%	11%	11%	12%	12%	17%	16%	17%	14%

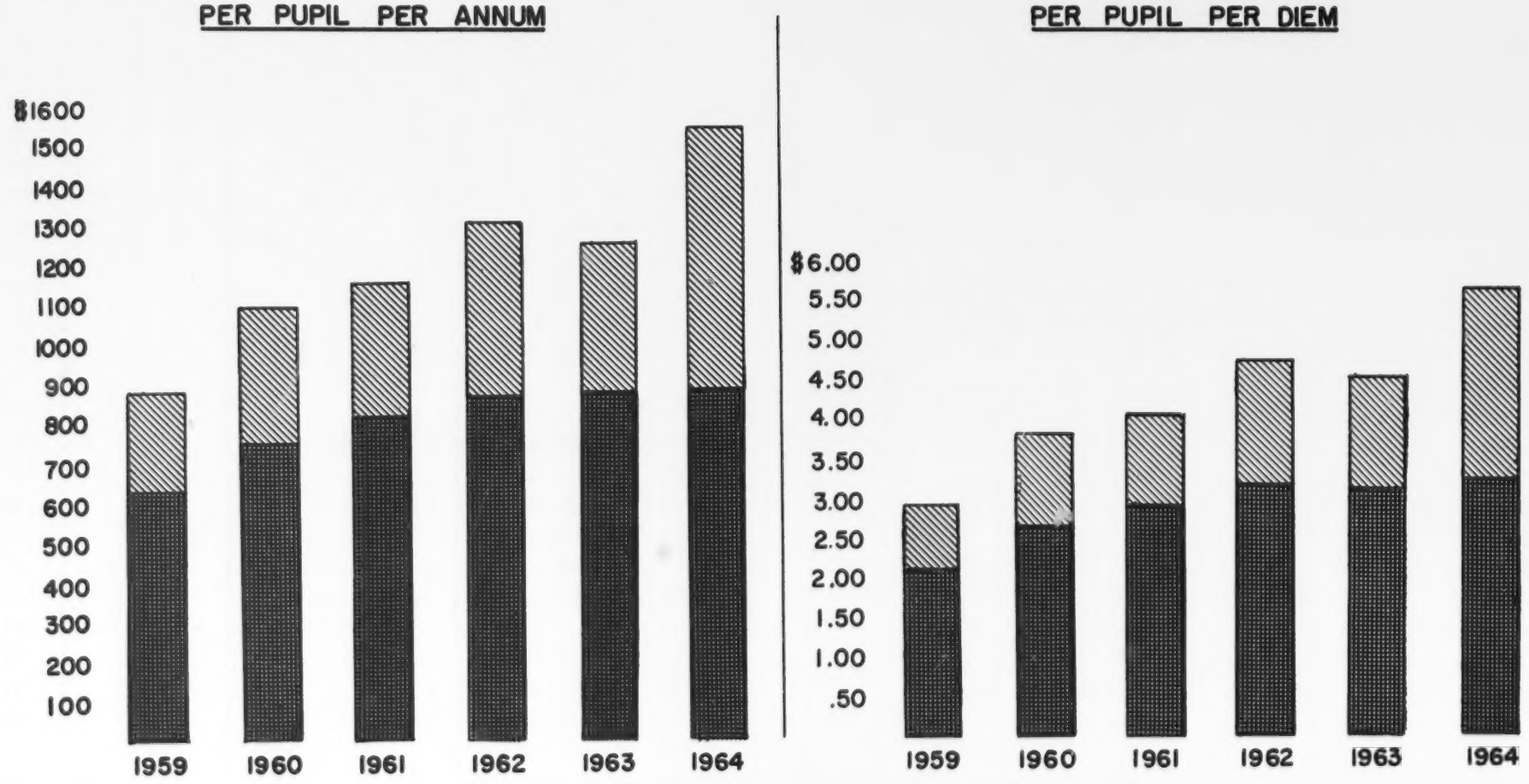
EXPENDITURE ON EDUCATION — N.W.T. & ARCTIC QUEBEC

CONSTRUCTION



	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66 (Forecast)
FEDERAL	1,751,983	5,036,987	5,049,486	3,910,314	2,240,514	1,601,884	2,142,614	1,152,528	921,175	2,179,300
N.W.T.	222,130	502,571	458,726	87,925	7,163	47,796	305,436	36,920	168,864	1,049,360
TOTAL	1,974,113	5,539,558	5,508,212	3,998,239	2,247,677	1,649,680	2,448,050	1,189,448	1,090,039	3,228,660
FEDERAL	89%	91%	92%	98%	99%	97%	88%	97%	85%	67%
N.W.T.	11%	9%	8%	2%	1%	3%	12%	3%	15%	33%

OPERATING COSTS FOR PUPIL RESIDENCES—N.W.T. & ARCTIC QUEBEC



	1959	1960	1961	1962	1963	1964
Direct Costs	$ 256	$ 344	$ 336	$ 438	$ 387	$ 655
Contract Costs	$ 625	$ 744	$ 818	$ 868	$ 863	$ 879
Total	$ 881	$1,088	$1,154	$1,306	$1,250	$1,534

	1959	1960	1961	1962	1963	1964
Direct Costs	$ .85	$ 1.21	$ 1.11	$ 1.58	$ 1.40	$ 2.39
Contract Costs	$2.06	$2.61	$2.91	$3.14	$3.12	$ 3.20
Total	$2.91	$3.82	$4.02	$4.72	$4.52	$ 5.59

SCHOOL STATISTICS

Arctic Education District

Settlement	No. Teachers	No. of Classrooms		Spec.	Eskimo		Indian		Other		VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	Religion		Total Enr't
		Elem.	H.S.		M	F	M	F	M	F															RC	PROT.	
Arctic Bay	1	1			10	13			1	0		8	5	4	3	4									1	23	24
Broughton	2	2			25	18						10	16	6	6	5										43	43
Cape Dorset	4	4			33	34			2	1		16	14	21	8	6		5							3	67	70
Clyde River	2	2			29	23							39	12	1											52	52
Grise Fiord	1	1			14	16						4	7	11	6	2										30	30
Frobisher Bay	19	14	1	4	100	107			32	33		52	60	52	27	33	26	8	7	2	2	2	1		37	235	272
Igloolik	3	3			32	27				1			25	16	15	4									5	55	60
Lake Harbour	1	1			7	4							2	5	2	1		1								11	11
Padloping	1	1			9	11						3	7	5	5											20	20
Pangnirtung	4	4			32	38			1				51	10	10											71	71
Pond Inlet	3	3			34	20			1				22	14	14	5									6	49	55
Resolute Bay	1	1			14	15				1		5	7	8	8	2										30	30
Belcher Islands	1	1			10	5							10	4	1											15	15
Fort Chimo	8	8			59	69	2	1	7	8		23	31	26	29	22	5	6	2	2					5	141	146
George River	2	2			17	22			2	1		39	2		1											42	42
Great Whale River	9	7		2	74	54	36	28	3	4	22	30	39	31	29	20	19	9								199	199
Ivuyivik	1	1			14	15						4	3	6	11	4	1									29	29
Koartak	1	1			7	9						2	6	4	4											16	16
Payne Bay	2	2			20	24				3			22	6	10	9										47	47
Port Burwell	1	1			10	10			1			9	11	1												21	21
Port Harrison	3	3			29	39			1	1			46	6	8	3	6	1								70	70
Povungnituk	5	5			68	54			1				43	38	21	5	10	6								123	123
Sugluk	3	3			28	54			4	4	22		24	10	6	14	2	5	5		2					90	90
Wakeham Bay	2	2			25	19						4	11	21	6	2									12	32	44
Baker Lake	5	5			55	47			3	1		17	25	20	15	12	10	7							4	102	106
Chesterfield	4	4			54	58						1	21	30	36	14	5	5							112		112
Churchill Voc.	9	4		5	59	46					105														28	77	105
Coral Harbour	3	3			18	28						10	14	8	9	4	1								15	31	46
Eskimo Point	4	4			39	51						13	17	29	12	17	2								31	59	90
Rankin Inlet	6	4		2	33	34			4	10		12	13	20	15	10	9	2							69	12	81
Whale Cove	2	2			19	13			4	2		6	14	7	5	3	1	1		1					19	19	38
Total All Regions	113	99	1	13	977	977	38	29	67	70	149	268	607	431	323	201	97	56	14	5	4	2	1		347	1811	2158

Mackenzie Education District

Settlement	No. Teachers	Regular		Sp.	Eskimo		Indian		Other		VT	Beg.	1	2	3	4	5	6	7	8	9	10	11	12	Religion		Total Enr't (3)
		Elem.	H.S.		M	F	M	F	M	F															RC	Prot.	
Aklavik	7	5	1		35	30	13	18	22	21			36	13	20	16	24	15	11	4					16	123	139
Cambridge Bay	3	3			29	31			7	6		17	14	16	14	4	5	3							11	62	73
Coppermine	3	3			26	29				5		7	11	13	15	9	4	1							11	49	60
Discovery	1	1							9	5			3	1		2	1	3		1	3				6	8	14
Ft. Franklin	4	3	1	2			36	53				17	11	7	21	17	6	5	4	1					89		89
Ft. Good Hope	1	1					7	8	2	2		4	3	2	1	5		4							19		19
Ft. Liard	1	1					6	1	2	2			1	2	2	1	3	2							7	4	11
Ft. McPherson	8	6	2	3	1	2	47	77	20	23			26	27	24	24	17	20	18	14					1	169	170
Ft. Norman	2	2					11	11	10	6			13	5	9	5	3	3							36	2	38
Ft. Providence	3	3					21	27	8	7			18	8	10	10	10	7							63		63
Ft. Resolution	6	5	1				19	15	55	61			33	24	26	16	20	14	8	9					145	5	150
Ft. Simpson	19	11	3	4	15	9	73	109	47	46		17	47	32	41	42	40	23	23	22	7	5			212	87	299
Ft. Smith	36	20	8	10	5	1	100	88	248	225			131	88	71	77	81	35	55	36	39	17	24	13	504	163	667
Wrigley	1	1					12	8					5	5		9	1								15	5	20
GJOA Haven	2	2	inc. temp. room		14	16							9	4	8	5	4								17	13	30
Hay River	15	7	5	4			15	15	160	108			31	37	34	30	34	23	30	25	19	17	18		64	234	298
Hay River/SEP	8	5	3	8	171	193	2	2	80	89			28	27	24	22	15	15	15	11	16				162	11	173
Inuvik	47	23	11	8	171	193	67	77	214	167		39	189	99	106	77	82	70	50	38	56	35	25	23	322	567	889
Jean Marie R.	1	1					7	9					5	2		1	4	4							16		16
Lac La Martre	1	1					15	12				7	6	8		4	2								27		27
Nahanni Butte	1	1					11	9	1				6	4	7	3		1							20	1	21
Norman Wells	2	2							10	14			2	4	7	2	3	2	1	3					4	20	24
Pelly Bay	1	1			11	7						3	5		8	2									18		18
Pine Point	2	2							23	8			8	5	4	8		3		3					1	30	31
Reindeer Stn.	1	1			7	9							2	4	3	1	3	3								16	16
Snowdrift	1	1					19	12	1	1			13	9	6	5									33		33
Spence Bay	2	2			12	25				1		6	9	9	7	5	2								6	32	38
Rae	4	4					69	50	9	8		37	31	24	6	19	6	9	2	2					130	6	136
Tuktoyaktuk	5	4	1	2	58	52	2		6	2			35	21	24	7	12	7	4	10					43	77	120
Tungsten	1	1							11	12			4	2	4	2	5	2	4						5	18	23
Yellowknife	24*		10	10	11	14	29	28	102	60	113											45	36	50	104	140	244
Yellowknife PUB	23	14	4					1	229	218		7	64	63	55	53	53	49	41	33	30				32	416	448
Yellowknife SEP	13	7	6		2	3	18	18	120	125			56	35	35	31	35	26	26	14	12	10	3	3	287	5	286
Total	249	144	56	44	397	421	599	648	1396	1222	113	161	855	600	592	514	475	349	292	226	182	129	106	89	2420	2263	4683

DIRECTORY OF TEACHERS AND OTHER PROFESSIONAL EDUCATION PERSONNEL

OF THE DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES

1964-65

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Ottawa, Ontario.

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Chief, Education Division

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Assistant Chief, Education Division

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Head, Adult Education Section

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Head, Vocational Education Section

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Mr. H. Zukerman,
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Mr. K. Bowles,
Assistant Head, Vocational
Education Section

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Home Economics Supervisor,
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Curriculum Section

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Curriculum Section

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Adult Education Section

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Curriculum Section

Miss M.E. Sutherland,
Curriculum Specialist,
Curriculum Section

Mr. D.K.F. Wattie, M.A., Ed. B. (Hons.)
Curriculum Specialist,
Curriculum Section

MACKENZIE EDUCATION DISTRICT

Mackenzie District
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Fort Smith, N.W.T.

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District Superintendent of Schools

Mr. G.F. O'Neill,
District Superintendent of
Vocational Education

Mr. E.J. Oberst, B.Ed.,
Community Teacher at Large
(Audio-Visual)

Fort Smith Region

Fort Smith Region
Education Office
Fort Smith, N.W.T.

Mr. W.Karashowsky, B.A., M.A.,
Regional Superintendent of Schools

Miss M.G. McMillan, B.Ed.,
Community Teacher at Large

Mr. A.F. Applewhite,
Selection and Placement Officer

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Fort Liard, N.W.T.

Mr. J.M. Ardis

Fort Providence School
Fort Providence, N.W.T.

Mr. M.J. Miller, (Principal)
Miss M.E. Nyuli
Mr. W.W. Nyuli

Fort Resolution School
Fort Resolution, N.W.T.

Mr. G.A.H. Mulders, (Principal)
Sister T. Chaput
Miss J.P. Dempsey
Mr. J.A. Hails,
Miss M.M.P. Larocque
Miss C. Young

Thomas Simpson School,
Fort Simpson, N.W.T.

Mr. F.Frey, B.A., B.Ed., (Principal)
Mr. F. North, B.S.A., B.Paed.,
(Asst. Principal)
Sister M.A. Bisson
Mr. W. Bushko
Mr. H.R. Engbers
Mrs. S. Fairbrother
Miss G.M. Funk
Miss E.D. Hansen
Miss M.T. Jubinville
Miss G.C. Kowal
Miss E.T. Landry
Mr. N. Mather, (Industrial Arts)
Miss R. MacKinnon, (Home Economics)
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Miss M.M. McGuire
Sister M. Monchamp
Mr. J.A.C. Poirier
Mrs. D.J. Robertson
Miss S.M.J. Roussel,
Mr. O. Watsyk, B.Ed.

Joseph Burr Tyrrell School, Fort Smith, N.W.T.	Mr. R. J. Carney, B.A., M.Ed., (Principal) Mr. A.R. Gagné, (Assistant Principal) Mr. J.P. Barbush, B. Phys.Ed. Mrs. J.M. Barretson Mr. W. Chorney Mr. R.J. Dyer, B.A. Sister D.L. Emond Mr. E.B. Fullerton (Industrial Arts) Mr. W.J. Girard, B.A., B.Ed. Mr. P.F. Guerriero Mrs. M.E. Healy Mrs. D.N.B. Kelly Mr. W.B. Kudelik Sister P. Lemire Mr. J.G. Moran Mr. S.G. Muise, B.A. B.Com. Miss M.A. MacDonald Miss M.L. McGarrigle, B.Sc. Miss E.R. Munroe, B.Sc. B.Ed., (Home Economics) Mrs. M.R. Oberst Mr. K.P. O'Brien Mr. R.R. O'Reilly, B.A. Mr. R.B. Patsula, B.Sc., B.Ed. Mrs. F.M. Rangongo, B.A., M.Ed. Mr. M.J.P. Rangongo, B.A., M.Ed. Miss J.C. Ryan Mrs. E.E. Shaw Miss R. Shopa, B.Ed. Mr. J.W. Stockal Mrs. B.R. Swanson Mr. R.G. Tompkins, B.A. Mrs. G.M.A. Whelly Miss J.F. Wright Miss M.M. Zagol, B.A. Miss K.L. Zentner
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Jean Marie River School Jean Marie Eiver, N.W.T.	Mr. J.E. Carroll
Nahanni Butte School, Nahanni Butte, N.W.T.	Mr. J.J. Talbot
Tungsten Mine School, Tungsten, N.W.T. Via Watson Lake, Y.T.	Mr. D.G. Leary

Inuvik Region

Inuvik Region Education Office, Inuvik, N.W.T.	Mr. H.J. Darkes, B.Ed. Regional Superintendent of Schools
	Miss D.M. Potter, Community Teacher at Large
	Mr. D.H. Miller, Selection and Placement Officer
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Fort Good Hope School, Fort Good Hope, N.W.T.	Mr. F. Toneatto, B.Ed.
Peter Warren Dease School, Fort McPherson, N.W.T.	Mr. A.A. Craig, (Principal) Mr. R.G. Dalby Mrs. A.E. Forman Mr. E. Jobs, B.Sc.(Ed.) Mr. C.B. McClain, B. Sc. Miss E. Pityn Miss I.G. Wiebe Mrs. B.C. Wiggins, B.Sc. Mr. M.G. Wiggins
Fort Norman School, Fort Norman, N.W.T.	Mr. S.J. Josefik, (Principal) Mrs. M.R. Josefik
Sir Alexander Mackenzie School, Inuvik, N.W.T.	Mr. W. Bock, B.A. B.Ed., (Principal) Mr. J. G. Maher, B.A. (Asst. Principal) Mr. E.J. Duggan, (Asst. Principal) Mrs. M.J. Adam Mr. W.M.F. Adam Miss I. Baxter, (Home Economics) Mr. J.C.F. Beauparlant, B.A. Miss M.R. Benjamin Mrs. M.M. Carruthers Mrs. M. Clarke Miss M.R. Colborne Sister F. Côté Mr. D.R. Crane, (Industrial Arts) Mrs. P. Curtis Miss L.R. Dicken, B.A. Mrs. L.B. Dowler, B.A. Miss M.T. Doyle Mr. R.W. Elliott Mr. W.O. Ferguson, B.A. Mr. A.E. Goller Mr. T.W. Guthrie, B.A., B.Ed. Miss S.L. Henry, M.A. Mr. W. Ho, B.Sc. Mr. E.R. Hoffman Mrs. M.J. Hoffman Mr. R.E. Jenkins Mr. K.C. Kline Miss T.M. Krenn Miss H.A. Kuhayda Mr. R.B. Lalonde, B.A. Miss M.A. Moore, B.Sc. Mrs. V. MacDonald

Sir Alexander Mackenzie School, Inuvik, N.W.T.	Mr. G.W. MacPherson Mr. C.S. McCulloch Mr.E.O. Radcliffe Mr. T.K. Robson Mr. J.D. Ross, B.Ed. Miss L.O. Ross Mr. R.A. Roy Mrs. A.I. Schultz Mr. L.A. Schultz Mr. D.A. Somerville Mr. H.P. Suchan Miss M.A.Y. Tailleur Miss A.E.E. Weir, B.A.
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Reindeer Station School, Reindeer Station, N.W.T.	Mr. B.C. Thomas
Tuktoyaktuk School, Tuktoyaktuk, N.W.T.	Mr. W.L. Born, B.A., B.Sc., (Principal) Miss M.G. Comer Miss R.M. Eisner Mrs. R.E. Flynn, B.A. Miss J.L. Millar

Yellowknife Region

Yellowknife Region Education Office, Yellowknife, N.W.T.	Mr. N.J. Macpherson, B.A., Regional Superintendent of Schools Miss J.J. Wilson, Community Teacher at Large Mr. N. Burgess, Selection and Placement Officer
Cambridge Bay School, Cambridge Bay, N.W.T.	Mr. R.C. Burron, B.Paed., (Principal) Mrs. N.E. Burron Miss M.E. Jaarsma
Coppermine School, Coppermine, N.W.T.	Mr. J.G. Nesbitt, (Principal) Mrs. M.L. Fujikawa Miss H.H. Gordon
Discovery Yellowknife Mine School, Yellowknife, N.W.T.	Mr. R.E. Johns
Pelly Bay School, Pelly Bay, N.W.T.	Miss C. Armstrong
Pine Point School, Pine Point, N.W.T.	Mrs. A.S. Nielsen, (Principal) Mrs. D.H. Morrison, B.A., B.Ed.
Rae School, Rae, N.W.T.	Mr. S.J. Miltenberger, B.A., (Principal) Miss R.M. Monette Mrs. M.N. Shead
Snowdrift School, Snowdrift, N.W.T.	Miss M.M. Lambert
Spence Bay School, Spence Bay, N.W.T.	Mr. B.J. Slauenwhite, (Principal) Miss P.M. Hougham
Gjoa Haven School, Gjoa Haven, N.W.T.	Mr. J.C. Eades, (Principal) Mrs. E.A. Eades
Lac La Martre School, Lac La Martre, N.W.T.	Mr. R.D. Hanrahan

Sir John Franklin School,
Yellowknife, N.W.T.

Mr. R.L. Shields, B.Ed., M.A., (Principal)
Mr. A.J. Dyer, B.Ed., (Asst. Principal)
Miss D.A. Baker
Miss J.M. Baynon, (Home Economics)
Miss S.A. Cuthbertson, B.A.
Mr. C. Diaz, B.A.
Mr. A.J. Dyer, B.A. B.Ed.
Mr. R.P. Ellis, M.A.
Mr. T.B. Farrelly
Mr. G.J. Franklyn, B.A., M.Ed.
Mr. A.S. Frodsham, B.A., B.Ed.
Miss E.I.N. Hall, B.A.
Mr. C.J. Hermanrud, B.A., B.Ed.
Mr. A.J. McCallum
Mr. E.W. Overbo, B.Sc., B.Ed., (Mining)
Mr. R.J.H. Shaw
Mr. C.J.M. Tiernan
Mr. H.G. Wiebe, B.Sc.
Mr. J.P. Wohler, B.A., B.Ed.
Miss E. Zacharias, B.Sc., B.Ed.,
(Home Economics)

Shop Instructors

Mr. G.W. Dies
Mr. R.N. Goodwin
Mr. E. Jeske
Mr. W.C. Robinson

ARCTIC EDUCATION DISTRICT

Artic District Education
Office,
Ottawa, Ontario.

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District Superintendent of Schools

Mr. R.F. Ritcey,
District Superintendent of
Vocational Education

Mr. W.G. Booth, B.A., B.Ed., M.Ed.,
Regional Superintendent of Schools

Mr. A.D. Simpson,
Adult Education Supervisor

Mr. W.W. Buell, B.A., B.Ed.,
Principal at Large

Mr. W.O. Gidman, B.Ed., B.Sc.,
Community Teacher at Large
(Audio-Visual)

Arctic District Education
Office,
Ottawa, Ontario

Miss M. McDowell, B.Sc.,
Community Teacher at Large
(Home Economics)

Miss S.M. Smith,
Community Teacher at Large

Keewatin Region Education
Office,
Churchill, Manitoba

Mr. R.L. Graves, B.A., B.Ed.,
Regional Superintendent of Schools

Mr. R. Fewster,
Selection and Placement Officer

Keewatin Region

Baker Lake School, Baker Lake N.W.T.	Mr. J.R. Poste, B.A. B.Ed., (Principal) Miss S.M. Andrews, (Home Economics) Miss S.A. Kee Mr. B.F. McMaster, B.A. Miss L.K. Palnau
Joseph Bernier School Chesterfield Inlet, N.W.T. Via Churchill, Manitoba	Sister T. Arcand, B.A., B.Ed., (Principal) Mr. G.N. Demeule Miss M. FitzPatrick Sister M.A.G. Rocan
Coral Harbour School, Coral Harbour, Southampton Island, N.W.T.	Mr. J.M. Rush, (Principal) Mr. J.K. Deevy Miss M.H. MacEachern
Eskimo Point School, Eskimo Point, N.W.T., Via Churchill, Manitoba	Mr. D.M. Davies, (Principal) Mrs. B.L.D. Davies Mr. H.P. Duttle
Fort Churchill Federal School, Fort Churchill, Manitoba	Mr. J.K. Clapperton, B.Ed., (Principal) Mr. P.J. Aubin, (Industrial Arts) Mr. W.A. Boyko Miss K.R. Butt, (Home Economics) Mr. W.G. Duckitt Mr. J.A. Provins, (Industrial Arts) Miss T.J. Meyer Mr. J.A. Wannamaker, (Industrial Arts)
Rankin Inlet School, Rankin Inlet, N.W.T., Via Churchill, Manitoba	Mr. W.G. Westcott, B.Sc., B.Ed., (Principal) Miss B.M.L. Beaudoin Mrs. G.J. Button Mr. W.S. Button, (Industrial Arts) Miss S.L. Nelson, (Home Economics) Miss V.R. Ward
Whale Cove School, Whale Cove, N.W.T., Via Churchill, Manitoba	Mrs. V.P. Evenson, B.Ed., (Principal) Miss A.M. Warren, B.A.

Frobisher Bay Region

Arctic Bay School, Arctic Bay, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa.	Mr. L.A. Smith
Broughton Island School, Broughton Island, N.W.T., Montreal A.M.F., Via Cape Dyer, N.W.T.	Mr. O.M.F. Larson, B.Sc., M.Sc., (Principal) Mrs. D.A. Larson
Cape Dorset School, Cape Dorset, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. B.W. Lewis, B.A., (Principal) Mrs. D.P.Cook Mr. K.V. Cook Mrs. E.H. Von Hollen, B.Ed.
Clyde River School, Clyde River, N.W.T., c/o Eastern Artic Patrol, R.M.S. Ottawa	Mr. G.D.G. Garrity, (Principal) Mrs. P.M. Garrity, B.A.
Sir Martin Frobisher School, Frobisher Bay, N.W.T., Via Montreal, P.Q.	Mr. C.A. Manahan, B.A., M.Ed., (Principal) Mr. D.L. Wendelborg, (Asst. Principal) Mrs. B. Barbour Mr. S.R. Beckett, (Industrial Arts) Miss B.M. Bevington, B.Sc., (Home Economics) Mr. H.A. Garrett Mrs. L.L.M. Garrett

	Mr. J. Hammersmith
	Miss L.G. Hammersmith
	Mrs. C.J. Hodgkinson
	Mr. R.E. Hodgkinson
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	Mr. S.H. Rowan, B.A., M.Sc.
	Miss K.G. Scott
	Miss P.A. Townsend
	Mr. R.G. Watters, B.A.
	Mrs. W.E. Watters
	Mrs. B.D. Wendelborg
Grise Fiord School, Grise Fiord, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. K.W. Crasweller
Igloolik School, Igloolik, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. W.M. Zuk, B.Ed., (Principal) Miss T. Harper Mrs. E.F. Zuk
Lake Harbour School, Lake Harbour, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. B.K. Kristensen
Padloping School, Padloping, N.W.T. c/o Eastern Arctic Patrol, R.M.S. Ottawa	Miss O.V.M. Julien. B.A.
Pangnirtung School, Pangnirtung, N.W.T. c/o Eastern Arctic Patrol, R.M.S. Ottawa	Miss H.M. Wiltshire, (Principal) Mr. G.M. Jones Mr. K.J. Melanchuk Mrs. S.L. Melanchuk
Pond Inlet School, Pond Inlet, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. A.P. Lett, (Principal) Miss M.R. Cook Miss J.L. Wilson
Resolute Bay School, Resolute Bay, N.W.T., Via Churchill, Manitoba	Mr. R. Harrison

Arctic Quebec Region

Belcher Islands School, Belcher Islands, N.W.T., c/o Great Whale River, P.Q., Bag 1800, Val D'Or, P.Q.	Mr. M.C. Sutton
Fort Chimo School, Fort Chimo, P.Q., Via Montreal, P.Q.	Mr. D.N. McTavish, (Principal) Mr. G.Z. Diveky Miss L.J. Hillman Mr. E.P. Lawton Mrs. P.J. Lawton Miss D.M. Matheson Mrs. L.C. McTavish Miss E.A. Spence
Port-Nouveau-Quebec School, Port-Nouveau-Quebec (George River) P.Q., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. G.A. Truhn, (Principal) Mrs. G.M. Pruden
Great Whale River School, Great Whale River, P.Q., Bag 1800, Val D'Or, P.Q.	Mr. J.A. Bacon, B.A., B.Ed., (Principal) Mr. F.Ellis (Assistant Principal) Mrs. M.I. Bazinet, (Home Economics) Mr. G.A. Forth Mrs J.A. Forth Mr. C.F. Herron, (Industrial Arts) Mr. C. Reid Mr. D.D. Slauenwhite Miss M.M. Smith

Notre-Dame d'Ivugivic School, Notre-Dame d'Ivugivic (Ivuyivik) P.Q., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. P.J. Balt
Notre-Dame de Koartac School, Notre-Dame de Koartac (Koartak) P. Q., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. O.E. Cassidy
Payne Bay School, Payne Bay, P.Q., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. G.G. Gill, (Principal) Mr. C.H. Tolley
Port Burwell School, Port Burwell, N.W.T., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Miss A. Meldrum, B.Sc.
Port Harrison School, Port Harrison, P.Q. Via Moosonee, Ontario	Mr. J. McArthur, B.A. (Principal) Mrs. A. Coles Mrs. E.M. McArthur
Povungnetuk School, Povungnetuk, P.Q., Via Moosonee, Ontario	Mr. F.B. Hart, B.A., M.A., B.Ed., (Principal) Mrs. J.E. Potter Mrs. H.N. Quarterman Miss J.L. Van De Velde Mr. B.W. Whittaker
Sugluk School, Sugluk, P.Q., Via Moosonee, Ontario	Mr. T. Golding, (Principal) Mrs. B.M. Larden Mr. E.R. Larden
Wakeham Bay School, Wakeham Bay, P.Q., c/o Eastern Arctic Patrol, R.M.S. Ottawa	Mr. A.C. Wynne, (Principal) Mrs. D.P. Wynne

N.B.
degree qualifications shown
may not be up to date.

DIRECTORY OF TEACHERS EMPLOYED BY SCHOOL DISTRICTS IN THE NORTHWEST TERRITORIES 1964-65

YELLOWKNIFE SCHOOL DISTRICT #1

Yellowknife Public School,
Yellowknive, N.W.T.

Mr. W.B. Shaw, B.Ed., (Principal)
Mrs. J.E. Dunphy
Mrs. L.A. Avery
Mrs. O.O. Clayton
Mrs. M. Colthorp
Mr. C.L. Cristensen
Miss N.H. Dunsmore
Mr. J.R. Eis
Mr. R.E.O. Garland
Mrs. M. Giles
Miss M.A. Groat
Mrs. D.E. Halladay
Mrs. V.C. Jeffrey
Mrs. N. Kapicki
Miss D.M. Koenig
Miss G.E.M. Mackie
Mr. W.M. M'Lot, B.P.E.
Mr. D. Marshall
Mrs. J.M. Mould
Miss J.E. Pearson
Mrs. D.E. Searle
Miss G.E. Schellborn
Miss S. Skaros
Miss E. Sommerfeld
Miss E.M. Stewart

YELLOWKNIFE SCHOOL DISTRICT #2

St.Patric's Roman Catholic School,
Yellowknife, N.W.T.

Sister M. Isadore, B.Ed., (Principal)
Sister M. Clement, (Elementary Principal)
Miss R. Barry
Miss V. Clarkin
Mrs. S.J. Dagenais, A.T.C.M.
Miss E.P. Harding
Miss J.M. Hickey
Miss J. Ignas
Mrs. A. Kachmar
Miss M. O'Donnell, B.A., B.Ed.
Mr. W.J. Schidlowsky
Mr. J.J. Swan, B.A.
Mrs. H. Woroby

HAY RIVER SCHOOL DISTRICT #3

St.Paul's Roman Catholic School,
Hay River, N.W.T.

Sister I. Gallant, B.Ed., B.A., B.Sc. (Ed.)
Mrs. S. Boyer
Mr. F.M. Karain
Mrs. E. Karain
Sister G. Lapointe
Mrs. I.M. Miron
Sister A. Normandeau
Mr. L.D. Romanosky

N.B.
degree qualifications shown
may not be up to date.